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The collection of materials provides enrichment activities for third grade pupils. An introductory section offers aids to the teacher in identifying the more able student and in teaching social studies, art appreciation, arithmetic, and Haiku - a poetry form. The second section is a compilation of sample copies of pupil materials. The materials fall under the general headings of arithmetic, reading and language, science social studies, and puzzles.

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THE MORE CAPABLE LEARNER

GRADE 3

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Fresno City Unified School District
Fresno, California

FOR THE
MORE CAPABLE LEARNER

Grade 3

Developed by
More Capable Learner Committee, primary grades

Gloria Anderson
Ruth Bartow
Maria Bougher
Nancy Clark
Sarah Jane Clouse
Frances Forrester
Edna Haley
Dorothy Hunter
Herbert Johnson
Darius Kellenberger, Chairman
Agnes McDermott
Luella Monroe
Mary Lou Mooney
Kay Paige
Irene Reiersgord
Hazel Wall
Beatrice Warkentin
Rosemary Wilkinson

INTRODUCTION

This collection of materials developed by teachers for use with the more capable learner is an instructional aid designed to assist the teacher in providing enrichment activities for the pupils in the classroom. The material is arranged in three parts as follows:

Part I - binder
teaching suggestions
sample copies of pupils' materials

Part II - manila envelope
pupils' materials
transparencies

Part III - manila envelope
answer sheets

Additional materials will be added to the collection as the need arises. Please save sample copies and descriptions of other activities you provide for your pupils which they find especially rewarding so that these activities and ideas may be compiled and added to the collection in the future.

M. C. L. BINDER

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Haiku or Hokku--a poetry form

Arithmetic for the More Capable Learner

References

Bibliography

II. Pupils' Section

Sample copies of pupil materials

1. Arithmetic . . . . . green
2. Puzzles . . . . . yellow
3. Reading and Language . . . . pink
4. Science . . . . . blue
5. Social Studies . . . . . goldenrod

Answer sheets

SUGGESTIONS FOR USING PUPIL MATERIALS

1. Make the materials accessible to all pupils.

2. Explain use of materials to all pupils. It is important for pupils to know what materials are available, how these materials are to be used and when they may use them.

3. Stimulate interest by displaying activity sheets in boxes placed in front of a suitable bulletin board.

4. Display two or three sheets on various topics at a time.

5. Allow pupils to correct their own work. Place answer sheets under the boxes containing the activity sheets.

6. Accept logical answers as correct. The teacher's answer sheet should be used as a guide.

7. Set aside some time each week for students to report their accomplishments to the class.

8. Provide for some type of record keeping. Card files or check sheets work well. Pupils like to accumulate bonus points for extra work and they like to see in a concrete way just how much they have accomplished.

9. DO NOT DUPLICATE these materials for the entire class.

10. Keep materials not in use in the manila envelopes provided.

11. Try some of the commercial materials available at school supply houses. These can help to add variety to the activities available to your pupils.

12. Transparencies may be clipped to the activity sheets. Two may be stapled together and an activity sheet inserted. This is helpful when using activity sheets that do not have a firm backing such as tagboard.

13. Grease pencils are available in the supply catalogue for 11¢ each or $1.25 per dozen. They are available in red, black and yellow. Use cleaning tissue or a small section of cloth to clean the transparencies.

14. All materials should be turned in to the building principal at the close of the school term and checked out to the teachers in the fall.

CHARACTERISTICS OF THE MORE ABLE STUDENT*

High Academic Achievement (1, 3-5, 7-10, 12, 13)

The more able student shows as much unevenness in subject matter abilities as do other children, but his overall grade point average is usually high and is the best single predictor of college success. He requires less detailed and fewer repeated instructions, often anticipating them. He works readily with symbols such as words and numbers, in place of direct experience and the actual objects.

Advanced Vocabulary and Reading Level (1, 3-5, 7-10, 12, 13)

The more able student has a large vocabulary which he uses easily and accurately. He retains what he has heard or read without much rote or drill. He can read books that are one to two years in advance of the rest of the class. He usually reads at an early age.

Expressive Fine Arts Talent (1, 4, 5, 7-10, 12, 13)

The more able student's wide range of interests stems from his vivid imagination. He is able to solve problems in aesthetic fields and can visualize actions and things from descriptions. He frequently creates original stories, plays, poetry, tunes, and sketches. He can use materials, words, or ideas in new ways.

Wholesome Personal-Social Adjustment (1, 4, 5, 7-10, 12, 13)

The more able student adjusts easily to new associates and situations. He is alert, keenly observant, and responds quickly. He possesses a keen sense of humor and incorporates suggestions from others into his own thinking and actions. His companions are often one or two years older but they recognize his superior ability in planning, organizing, and promoting. He also displays evidence of emotional stability in ordinary behavior.

Early Physical Competence (1, 3, 5, 8-10, 12, 13)

The more able student is characterized by his early physical development. He has a tendency to be taller, heavier, and has fewer physical defects. Not only does he enjoy outdoor games preferred by average children, but tends to excel in these games. He usually enjoys superior health and, as a result, has fewer absences from school due to illness. He also possesses especially good eye-hand coordination.

Superior Intellectual Ability (1, 4, 8-10, 12)

The more able student exhibits superior ability in reasoning, generalizing, thinking logically, and comprehension. He is able to perform highly difficult mental tasks and to learn more rapidly and more easily than most children. This child also has a longer concentration span and is keenly aware of the processes of his environment.

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* The More Able Student by Ernest O. Buhler and Eugene N. Guirl, Vocational Guidance Quarterly Vol. 8, No. 4

Characteristics of the More Able Student (continued)

Effective Independent Work (1, 7-10, 12, 13)

The more able student displays his competence for effective independent work by criticizing himself and modifying his behavior accordingly. He possesses superior insight into problems, is not easily influenced, and is less prone to change his mind once an opinion is formed. His effectiveness is also displayed by applying learning from one situation to more difficult situations.

Persistent Curiosity (1, 3, 7, 9, 10, 12)

The more able student displays a deep seated interest in some subject or field. In an attempt to gratify this insatiable curiosity he may display a dislike for rote memory and busy work. He also enjoys using encyclopedias, dictionaries, maps, globes, and other references.

Strong Creative and Inventive Power (1, 4, 5, 8, 10, 12)

The more able student possesses high-powered intellectual curiosity, imagination, and creativity. He has unusual power to see new structures and processes and to express his vision in speaking, writing, art, music, or some other form. His work has freshness, vitality, and uniqueness. An individual may create new ideas and substances or he may invent and build new mechanical devices. He sometimes runs counter to tradition and is continually questioning the status quo. He may do the unexpected.

Special Scientific Ability (1, 4, 5, 8, 10, 12)

The more able student with scientific talent will use the scientific method of thinking. He will employ scientific research methods and will grasp scientific concepts in short periods of time. He will display a curiosity of the natural world. He is not easily discouraged by failure or experiments or projects and will seek causes and reasons for things. He will spend much time on special projects of his own such as making collections, constructing radios, and making electronic computers.

High Energy Level (1, 7, 9, 10, 12)

The more able student displays a high level of energy. He keeps active by undertaking and completing task after task. He participates in various extra-curricular activities, holding leadership roles in many, and frequently concentrates on long range, unattainable and poorly defined goals.

Demonstrated Leadership Ability (4, 5, 10, 12)

The more able student displays an ability to help a group reach its goals. He often will improve human relationships within a group and will achieve prominence by individual effort. He enters into activities with enthusiasm and is able to influence others to work towards desirable or undesirable goals. He can take charge of the group.

Well-Developed Mechanical Skills (4, 5, 10)

The more able student who possesses mechanical ability may be identified by unusual manipulative skills and spatial ability. He perceives a visual pattern complete with details, similarities, and differences. He excels on craft projects and is interested in mechanical gadgets, devices, and machines. He comprehends mechanical problems and puzzles and likes to draw plans and sketches of mechanical objects.

Department of Guidance and Testing

CHECKLIST FOR IDENTIFYING THE MORE ABLE STUDENT*

Name _____ School _____

Age: Years _____ Months _____ I.Q. _____

Place a check mark (✓) on the scale at a point where you think the pupil under consideration rates in the characteristics named. Please make your estimate in relation to all other pupils in this age group.

	LOW	2	3	4	HIGH
High academic achievement					
Advanced vocabulary and reading level					
Expressive fine arts talent					
Wholesome personal-social adjustment					
Early physical competence					
Superior intellectual ability					
Effective work independently					
Persistent curiosity					
Strong creative and inventive power					
Special scientific ability					
High energy level					
Demonstrated leadership abilities					
Well-developed mechanical skills					

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* Taken from The More Able Student by E. O. Buhler and E. N. Guirl, Vocational Guidance Quarterly, Vol. 8, No. 4

M.C.L. ACTIVITIES CHART*

MUSIC-RHYTHMS	ARTS AND CRAFTS	
Study the foreign words used in musical notation. Read life stories of musicians. Dramatize stories portrayed in music. Listen to an opera. Report to class, using story of the opera. Write songs or poems. Set them to your own music. Organize a verse choir. Read poetry or prose aloud with a musical accompaniment.	Make charts with pictures to illustrate rules of grammar. Mount picture. List parts of speech found in it. Give it a title. Write a story and use some of the nouns, verbs, adjectives identified. Describe how certain pictures make you feel--in poetry or prose. Read stories of artists and master works. Interview local artists, sculptors, etc., by phone. Ask for a field trip to museum, art center, photography studio, advertising agency. Make book covers or folders for clippings, etc.	LANGUAGE ARTS
Make an illustration of the relationship of time notations in music to fractions. Use a metronome to compare speed, to show time variations of timetable, to establish a rhythmic pattern, to create a simple dance. Show that syncopation is a kind of arithmetic problem. Figure the cost to the school of an orchestra, band, chorus; include uniforms, instruments, music, etc.	Create patterns and designs with geometric figures. Make snowflake designs. Make scale drawings. Study some phase of architecture--blue-prints, landscape design, stresses and strains of building supports, areas, floor space ratio to window area. Figure amount of materials needed for class use of finger paint, clay mixes, etc. Study formulae used in mixing color chemicals for ceramics.	ARITHMETIC
Demonstrate different types of music from other parts of the world or other areas of this country. Make a collection of different types of songs, such as work songs, home songs, patriotic, love, and blues songs. Create a folk song based on an old folk tale. Show how the dances of the world affect our modern dances. Make a collection of rhythms used for folk dancing. Learn to do folk dances of the areas studied, giving attention to authentic costumes, etc.	Show how climate and environment affect the arts and crafts of the people. Design and decorate rooms in a home. Make a model of a home. Make tiles using designs of pioneers. Draw a family tree; put in as much geneology as you can. Make a book-plate for the family library. Collect pictures of the areas studied. Display them around the room and building. Weave, spin, dye, work in clay, and do other pioneer handicraft. Draw pictures, murals to illustrate plans of social studies. Make maps (use many different media).	SOCIAL STUDIES

*Adapted from the Portland Plan For More Capable Learners

MORE CAPABLE LEARNER ACTIVITIES LISTED IN OVERLAPPING SUBJECT AREAS

SOCIAL STUDIES	SCIENCE	
Write letters for specific information about news stories. Interview resource persons in person or by phone. Make written or oral reports on things that interest you. Listen to conversational Spanish, French, German, etc., records. Make a vocabulary chart for the class of foreign words or phrases used daily. Write stories or plays. Keep news-clipping file by subject. Collect clippings and pictures of subject you are interested in. Lead discussion groups.	Keep science diaries--"Birds I Have Identified," etc. Build specific vocabulary from prefixes and suffixes and word beginnings. Make reports of field trips to other classes. Interview resource people in person or by phone. Write radio scripts, stories, poems, TV scripts, etc. Relate the scientific method to the development of good study habits. Read biographies of great scientists, doctors, nurses, public health pioneers. Keep health-diary, record changes in weight, height, girth, etc. Arrange phone conference with a scientist you know. Follow one problem or curiosity to an answer each day.	LANGUAGE ARTS
Study foreign exchange. Study different methods used in Europe. Compute costs of trips from schedules. Using map, figure mileage for imaginary class trips. Use scale drawings. Construct models of homes or areas studied. Compute altitudes using surveyors' instruments. Make a graphic illustration of time zones across the nation.	Study system of measures. Learn how standards are set and maintained. Find uses for geometric figures in science. Learn to use computers. Visit office where IBM machines are used. Keep graphic record of rainfall, weather, barometric readings, wind velocity. Make problems about building a house. Learn to compute board feet. Study simple geometry and learn to compute the height of objects. Measure and record shadows--A.M., noon, P.M.	ARITHMETIC
Extension Make use of reference books, diaries, biographies, resource persons, and fugitive materials for extensive study of chosen area. Keep bibliographies of each area studied: Using filing cards and keep a permanent file for own use or for the use of other pupils. Study local, state and county history. Make scrapbook--homes, communites, shelter, transportation, food, etc. Make collections--pictures, clothing, materials, building materials, foods. Interview adults for historical information. Mount current events--locate on map.	Study different bird routes and migratory phenomenon. Show how each large area and each state has its own particular conservation problems. Study insurance policies which provide protection against storms, etc. Study insect, pest and plant disease controls and show how the different states are protecting their crops by enforcing strict border regulations. Read about the water divining rod and other superstitions. Study lightning tamers. Study rain makers in dry areas.	SOCIAL STUDIES

LANGUAGE ARTS	ARITHMETIC	
Extension Write plays, stories, poetry, diaries. Make spelling lists--homonyms, synonyms, antonyms. Study dictionary for derivation of words. Make Story Starter file. Study advertisements. Write pros and cons. Make bibliographies. Do research. Write or read biographies to class Who's Who? Report orally. Read to class. Develop class newspaper. Make scrapbook of readings--records. Plan special day programs. Dramatize stories. Direct plays. Make dictionaries. Use thesaurus.	Read about history of numbers. Add words to reading and speaking vocabulary. Make oral and/or written reports on special math research. Operate school store. Practice being a salesman. Interview local storekeepers. Write reports, advertisements, etc. Write evaluation of experiences.	LANGUAGE ARTS
Interview persons in industry and business to show need for good foundation in understanding of number facts. Write a play using numbers as characters. Dramatize lives of great mathematicians. Keep an arithmetic vocabulary list.	Extension Study other bases for numbers, 8, 10, etc. Keep temperature record. Work out algebraic formulae for various problems. Create number games to help the slow learner. Make fraction picture-charts. Keep a percentage-rating chart of batting averages of national ball players, class, or school team. Demonstrate new methods of learning the arithmetic facts by using such devices as Stern's number board, etc. Practice oral number games. Make budget. Study number systems.	ARITHMETIC
Make charts, lists, or write about our dependence upon other countries for daily activities and supplies. Begin with breakfast; bananas, cocoa, etc.--include the things we use at school such as the rubber in erasers, medical supplies, etc. Have dramatic play of historical events. Make oral reports on history, culture, ways of life. Make booklets--mottoes of states, lives of famous people, birthdays of famous people. Spell names of holidays. Write what each letter might stand for. Group pantomime situation for class to write about. Pretend to be inanimate object--fog, wind, leaf--write how they might feel.	Read maps; draw to scale. Show sectional (cutaway) view of the continent, Isthmus of Panama and Panama Canal, or of a volcano, or Grand Canyon. Show comparisons of altitudes, ages, etc. Make a time line showing where you fit in the history of the country studied. Use it to make comparative studies of events in different countries. Plan trips--distance and time. Compare speeds of transportation--land, water, air. Have dramatic play with money situation. Plan and play number games.	SOCIAL STUDIES

MUSIC-RHYTHMS	ARTS AND CRAFTS	
Make a study of great scientists to see if any of them were also good musicians. Do some research on the value of musical therapy. Study supersitions about music and point out their fallacies. Demonstrate the differences among the various instruments of the orchestra explaining the variations in tone. Use glass tumblers to create music. Explain. Study bell ringing and participate in a group of bell ringers. Explain to your classmates the scientific principle involved.	Analyze the rainbow and the spectrum. Show the difference between the colors in light and the colors in a paint box. Explain color-blindness and why certain colors are used for traffic signs and highway markings. Draw safety-campaign posters and pictures. Collect driftwood. Identify the kind of wood and use it in an artistic flower arrangement. Study photography. Develop and enlarge your own pictures and exhibit them. Draw the different types of clouds. Illustrate your science study, using a variety of media, i.e., pastel chalk birds, water color trees, India ink wash flowers.	SCIENCE
<u>Extension</u> Plan and produce a musical assembly program. Write original compositions for a simple instrument. Plan a listening program for the class, choosing music from the classics. Organize small ensembles--choral or instrumental. Attend local civic musicales, recitals, operas, ballet performances, etc. Record on a tape a musicale. Help plan and produce a dance program. Work out exercises and stretches for warming-up session in dance group.	Make rhythm instruments like gourds, tambourines, clappers, cymbals, marimbas, flutes, whistles, drums, banjo, castanets, maracas. Draw impressions of musical numbers. Illustrate scenes from great musical productions, operas, etc. Produce background music for art exhibit or tea.	MUSIC & RHYTHMS
Draw designs or pictures to musical accompaniment. Illustrate songs for cover of sheet music. Draw, paint, construct scenes for operetta. Design costumes for play or dance.	<u>Extension</u> Draw rainbows at top of paper. Write paragraph about each color. Cut pictures depicting feelings--happiness, fear. Study equipment, other media, techniques. Attain more skill in art know-how. Visit art museum and art department of the library, ceramic studio, etc. See films, exhibits, etc. Paint for relaxation. Make gift cards, Christmas cards, woven gifts, etc. Make puppets. Make ink blot designs. Study art and artists. Do various kinds of printing--make posters. Create designs.	ARTS & CRAFTS

SOCIAL STUDIES	SCIENCE	
Make a survey of conservation needs in the community. Follow through. Show how science has contributed to better living--home appliances, medicines, travel, recreation, communications, etc. Study the new methods of communication and how they are affecting the lives of the people of the world. Show how such things as the transistors are changing our way of life.	<u>Extension</u> Experiment--Demonstrate experiments for other classes. Make extensive use of equipment like microscopes, microscope projector, telescopes, kits on soil, weather, chemistry, machines, etc., plastic models of parts of the body. Plant seedling trees, seeds, bulbs. Make an aquarium, a terrarium, glass-side box for root study. Maintain science corner in the room or in the school hall--exhibit. Have a science fair and exhibit projects. Work on inventions. Collect rocks, leaves, nests, insects. (must identify) Care for pets and plants. Find current events--re: science. Construct tree ring time line.	SCIENCE
Listen to, play, sing music of the country studied. Read about the country's musicians and composers. Learn and teach the dances of the country. Create dances using some of the characteristic dance steps of the country. Know and tell the stories behind the folk songs, using such books for reference as Spaeth's "A History of Popular Music," etc. Write an operetta based on folklore. Know and tell the story of some of the early pipe organs, reed organs, and pianos brought around the Horn or across the plains.	Create dances based on movements of machinery. Use a drum for rhythms. Create music typifying science concepts. Create a dance about nature or some scientific phenomenon. Listen to recordings of bird calls and animal sounds. Write music using bird calls as a basis.	MUSIC & RHYTHMS
Participate in local art and crafts festival. Draw murals, pictures, slides, etc. depicting life and surroundings of the area studied. Weave, using native designs. Experiment with different media to produce unusual textures. Produce a resource kit of your area to exchange with another part of the country. Draw pictures of your community to go in an exchange scrapbook for Jr. Red Cross. (These could be photographs you took.)	Construct desert terrarium, aquarium, etc. Make weather-measuring instruments and chart daily weather report. Make a papier-mâché volcano or relief map. Draw designs using science areas for subjects such as fish, ferns, animals. Sketch from nature--still life. Make nature blueprints, sun prints. Make papier-mâché animals and figures depicting various ages of man.	ARTS & CRAFTS

LANGUAGE ARTS	ARITHMETIC	
Study lives of great scientists and report studies in written or oral form. Make graphs, charts, scrapbooks, and vocabulary lists on different fields of science studied. Conduct panel discussions, hold debates, forums, etc. Interview home-town scientists. Write for current information from large companies like DuPont, Abbott Laboratories, Dairy Council, Science Research Associates, etc. Read and report articles found in Science News Letter and other scientific magazines. List state birds and flowers. Make booklets on science principles--water cycle, clouds, growing things.	Prepare illustrations of comparisons of liquid measures, dry measures, solids, etc. Use chart of caloric values of foods, figure food needs of classmates, parents, pets, etc. Figure the densities of different kinds of woods. Learn to use a slide rule. Experiment with the diet of pet rats. Accurately measure food intake, weight. Chart growth or loss of weight. Note other changes. Keep weather chart recording daily readings of temperature, barometric pressure, precipitation, etc. Work out problems of pulleys and other simple machines.	SCIENCE
Write stories to musical accompaniment. The stories may describe the musical feeling, or the music may be used solely to set the climate. Create the musical background for a puppet play or for another type of play. Write music for operetta or to accompany verse-speaking choir. Make up a musical travelogue. Choose records for background music and sound-effects for a play. Create dance to accompany verse-speaking choir.	Construct musical instruments which require arithmetic computation such as xylophone, marimba and other percussion instruments. Make a graph or chart showing the length of vibrations for each tone. Show the extremes of high and low tones which the human ear can hear. Compare with animals such as the dog and rat. Study some graphs which have been made of the human voice and other sounds.	MUSIC & RHYTHMS
Illustrate stories, poems, songs, book covers, etc. Make bookmarks, book plates, book covers, dust covers for books, notebooks, etc. Study early books, illuminated lettering. Construct stage properties, paint scenery for a play. Design costumes for play. Make puppets to fit original story or play. Make scenery. Arrange bulletin boards. Make classbook. Use customs--cut off captions or conversation. Write own versions. Write directions of an art lesson for another class.	Construct charts, graphs, tables, games, flash cards, and other graphic pictures for rapid learning of number facts. Make an abacus. Make a decorative chart to record class data such as class officers, books read, batting averages, etc.	ARTS & CRAFTS

LISTENING POSTS

A few sets of listening posts are available from the Audio-Visual Department. A group of eight children can listen to recordings of tapes while the rest of the class is engaged in other activities. It is necessary to have a phonograph with an external speaker outlet. Most schools are equipped with this type of phonograph.

Suggestions For Use Of The Listening Posts

1. The posts are suitable for use in grades 1, 2, and 3. All pupils enjoy using the earphones very much. Eight pupils may participate at any one time.

2. Pupils may be grouped around a table or sit on the floor around a stool or box on which the outlet for the speakers can be placed.

3. The teacher should preview the records or tapes and prepare questions or directions for the follow-up. It is not always necessary or desirable to require written work after each listening session. Oral follow-up is a profitable activity and should be used along with written work and art.

4. Teacher-made tapes can be made to give pupils practice on arithmetic fundamentals and other subjects in which drill is necessary.

5. Music appreciation records, story records, science records and arithmetic records are suitable for use with the listening posts. Long-playing records are the most desirable.

Suggested Phonograph Records For Use With The Listening Posts

These records have been used by the teachers on the More Capable Learner Committee and have been found to be suitable for primary grades.

TITLE _____

_____ _____ _____

Audio-Visual Number Company Name Company Number

SUITABLE FOR _____

TITLE _____

_____ _____ _____

Audio-Visual Number Company Name Company Number

SUITABLE FOR _____

TITLE Mr. Bell Invents the Telephone

E - 590		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Science, Social Studies

TITLE The Nina, The Pinta and the Santa Maria

E - 795		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Social Studies, Language

TITLE Pancho Goes to a Fiesta

E - 754		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Social Studies, Reading, Music

TITLE Peter and the Wolf

E - 757		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Music

TITLE Pinocchio

E84 - 85 - 6		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Reading

TITLE The Pony Express

LP - 465		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Social Studies

TITLE The Pueblo Indians

E - 598		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Social Studies

TITLE Seven at One Blow

E - 644		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Reading

TITLE Stone Soup

E - 810		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Reading

TITLE Sleeping Beauty

E - 144		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Reading

TITLE What Makes Rain

E - 492		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Science

TITLE The World is Wonderful

LP - 423		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Science, Social Studies

TITLE Rumpstiltskin

E - 219		
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Reading

TITLE The Magic Piano

E - 572	Bowmar	B-1619-B
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Reporting in Sequence, Drawing in Sequence

TITLE Timmy Teakettle

E - 572	Bowmar	B-1619-A
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Illustrating, Listening, Questions & Answers

TITLE Tommy and His Talking Friends

E - 574 (Audio-Visual Number) | Bowmar (Company Name) | LTIB (Company Number)

SUITABLE FOR Reporting in Sequence

TITLE Leonard The Lion

E - 571 (Audio-Visual Number) | Bowmar (Company Name) | LTIB (Company Number)

SUITABLE FOR Illustrating

TITLE The Sleepy Forest

E - 573 (Audio-Visual Number) | Bowmar (Company Name) | B-1620-A (Company Number)

SUITABLE FOR Listening, Art

TITLE Bob Hannon Sings For Children (The Little Train)

LP - 425 (Audio-Visual Number) | Columbia (Company Name) | HL - 7033 (Company Number)

SUITABLE FOR Illustrating, Reporting in Sequence, Art, Listening

TITLE Bob Hannon Sings For Children (Willy the Spider)

LP - 425 (Audio-Visual Number) | Columbia (Company Name) | HL - 7033 (Company Number)

SUITABLE FOR Illustrating, Art, Reporting in Sequence, Creative Writing

TITLE Bob Hannon Sings For Children (I'm a Big Red Fire Engine)

LP - 425	Columbia	HL - 7033
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Illustrating, Creative Writing, Listening

TITLE Walt Disney's Song Parade

LP - 426	Golden Record	#A 198:2A
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Illustrating, Creative Writing, Art, Listening

TITLE Little Indian Drum

LP - 425	Young People's Record	15006
Audio-Visual Number	Company Name	Company Number

SUITABLE FOR Illustration, Rhythms, Illustrating Sequence

GA/ml--Fresno City Unified School District
7-10-63

SOCIAL STUDIES

These social studies activities can be used to extend the experiences of the more capable learners during unit studies.

Transportation

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2. Collect and compare pictures of land vehicles using gasoline, diesel, and other types of engines.

3. Prepare a scrapbook of modes of travel in other countries and in other times. Write captions for each illustration. Make a table of contents and a glossary for the scrapbook.

4. Make up three traffic safety rules. Make pictures to explain them. Discuss a possible traffic problem that may be in front of own school.

5. Talk about things that automobile drivers and bicycle riders must do to help make people safe.

6. Trace on a map of U.S. the highways one would use going on a trip to New York (or other destination).

   Make another route for the return trip.

   Try to see as many historical, or national parks as possible.

7. Construct or paint a mural showing all the people having jobs related to the automobile industry, from highway construction to the tapping of trees for rubber.

8. Make posters showing the development of transportation in U.S. from the colonial carriages to jets.

9. Make an illustrated booklet of famous landmarks and places for recreation in U.S. Use travel folders to cut out pictures and paste in the booklet.

10. Make an outline map of California. Put the following information on the map: airports, seaports, river ports, important bridges, important railroads.

11. Make a map showing a railroad or bus route that goes through Fresno (may also show nearby towns).

12. Make a chart showing things (goods) trains bring to and take out of Fresno.

13. Find out how railroads and airplane workers try to make travel safe for people.

14. Draw pictures to illustrate words descriptive of the sea and harbor which have been encountered in extra reading. (Example: pier)

15. Design and make a passport.

16. Make tickets for travel.

17. Design travel posters.

18. Several "MCIers" could work together to write a ship's log to show daily routines and activities aboard ship.

19. Learn about the use of stars in navigation.

20. Develop a simple event line to show the history of shipping--captions, illustrations.

21. Read and report about new tankers and liners under construction.

22. Read independently, then give a report to class about famous boats such as The Mayflower, and Old Ironsides.

23. Find out about ships of the future, report to class, design a future ship.

24. Locate some of the major harbors in the world.

25. Plan a boat trip to a foreign country or around the world. Stop at some of the major harbors.

26. Make a booklet of pictures showing different kinds of fishing boats. Captions and descriptions can be included.

27. Learn about today's famous ships.

Clothing

1. Clip pictures of new apparel manufactured for firemen, stratosphere pilots, arctic explorers, deep-sea divers, etc.

   Write short articles to accompany the pictures. Post on a bulletin board.

2. Make a chart with these headings: Playclothes, School clothes, Boys, Girls, Men, Women.

   List cotton articles under each heading. (Use other materials, too.)

3. Do research reading on the cotton gin and its inventor. Construct a miniature gin.

   Dramatize event leading up to invention of cotton gin.

4. Check the number of ways rubber is used in the school. (Get information from teachers, principal, custodian, classmates, nurse, secretary, etc.)

5. Make a collage from different kinds of material--wool, cotton, silk, nylon, etc. Bring these from home. Glue with plastic glue.

6. Write the story of silk from silkworm and draw pictures for illustration. The story may be made into a booklet for the browsing table.

7. Draw pictures to show how to care for clothes. The pictures may be displayed under the title "How to Be Well Dressed."

8. Arrange an exhibit of synthetic materials brought to school by classmates. Label correctly.

9. Prepare a quiz show on clothing as part of a culminating activity.

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2. Make a chart listing persons who carry mail and ways in which mail is carried.

3. Design a large-scale stamp (special).

4. Learn how to detect watermarks.

5. Learn how to measure perforations.

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    Mythology
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    Music-composers, artists, scientists
    Railroads--trains, transportation, ships and boats
    Specific colors
    Famous personalities, rulers, presidents
    Trees, flowers, nature study, birds, animals, fish
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7. Learn about weather conditions and their effect on mail delivery, and the problems the post office needs to consider to maintain efficient, speedy service.

8. Learn the motto of the post office.

9. Share new items pertaining to postal services or changes.

10. Map out the approximate postal zones on a commercial map of Fresno.

11. Pretend to have a TV or radio station. Plan a program telling how boys and girls can help--1) their school, 2) their home, 3) their community.

12. MCL may develop own alphabet letters after a study of early alphabets. Write name in own alphabet, etc. (Extend to capital and small letters.)

13. Collect postmarks from the fifty states. Mount on large map at correct location.

Food

1. Class may bring in pictures of different vegetables from seed catalogues, can lables, and magazines. These can be mounted on a bulletin board or pasted on paper.

   MCL student should have the job of grouping these under headings such as leaves, roots, stems, and seeds to show which part is eaten.

2. Show the many different ways a fruit, such as the apple, can be prepared for eating. (Prepare and exhibit.)

   Example: fresh apple, baked apple, piece of apple pie, apple cider, apple juice, canned applesauce, canned apple slices, dried apples, apple jelly.

3. Visit a bakery or store where bakery goods are sold and ask permission to make a list of all things made with flour. Present report to class.

4. Make a list of different kinds of flour sold in the grocery store, (packaging information, too) and report to class.

5. Make a list of corn products.

6. The children may check at home to see what foods they eat at home with grain in them. MCL should compile the list of findings.

7. Plan a menu for Thanksgiving dinner (or other) that would contain only foods that are raised in California.

8. Make a collection of pictures from old magazines that show foods that have nuts in them. These pictures could be put into a booklet for the browsing table.

9. Select one or two "imported" foods and learn enough about them to give a good report. (Example: coffee, pineapple, bananas)

10. Select one basic food and list all the workers involved in producing, processing and distributing it.

11. Visit a vegetable section of a store to note prices of vegetables and how they are sold. Record the prices. Report to class and make up arithmetic problems using the information gained. (Suggest types of problems if necessary.)

12. Read a story about George Washington Carver. (What food product did he make famous?) Report to class.

13. Study different kinds of fishing. Report to class.

river fishing	lobster fishing
lake fishing	oyster fishing
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14. A good reader may like to find information about cheese and report to the class.

15. Plan a demonstration of how to make cottage cheese.

16. Provide the book, Meat--Flesh Foods from the Farm, Range and Sea, by Jane Dale. MCL may select one kind of meat and tell the story of it as he shows the pictures in the book to the class.

17. Report on meat inspection from above reference.

18. Make up a chart showing the names of wild fowl and wild animals that are sometimes eaten by Americans. The chart may be illustrated if pictures are available.

19. Learn about the different grades of eggs and current prices. Make up arithmetic problems for rest of class about dozen and half dozen, and some problems about buying eggs.

20. Draw or collect pictures of different kinds of chickens. Write a letter to the Department of Agriculture, Washington, D.C., for information. (Do same for cows, etc.)

21. Cut food advertisements from the paper. From the prices, try to figure the cost of a meal (lunch, etc.).

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ART APPRECIATION

Children should have the opportunity to learn about some of the famous works of artists--present day artists and the old masters.

Pictures are available through the Audio-Visual Department. Other prints can be obtained from Dodgson's Book Center for $1.00. Small prints can be purchased from the Colonial Art Company, 1336 N. West First Street, Oklahoma City, for 4¢ apiece. A catalogue is available upon request. Many books on the lives of the various artists and their works are available in our library.

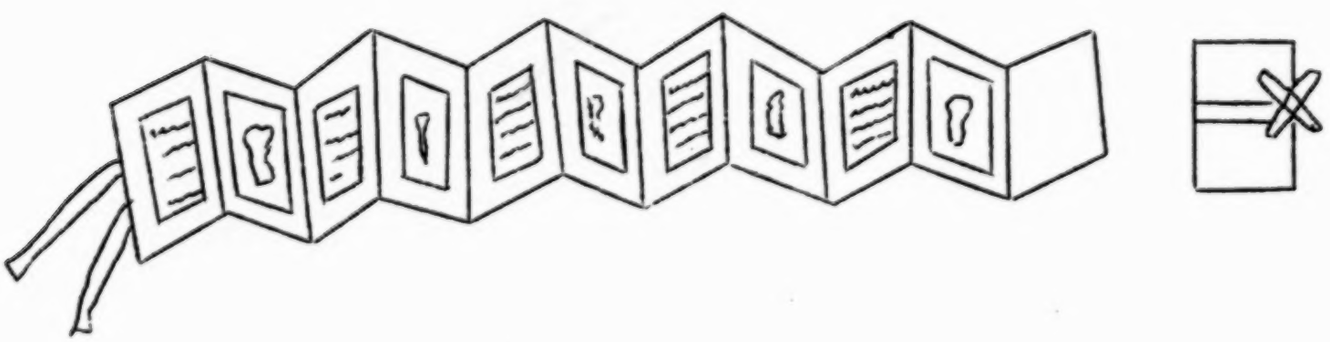
Discuss a picture from the standpoint of its

1. Meaning
2. Story (if any)
3. Center of interest and how the artist made it the center
4. Medium employed (oil, water color, pastel, etc.)
5. Color

Much learning takes place about the customs and the geography of the various countries. New words are learned. Pupils are encouraged to write stories about the picture. These activities make the picture "live" for the children. After a complete study of the picture is made, a book or folder of small prints can be made. These are for the children to treasure.

Making folders

The small print can be mounted on accordian folders. Make the folders by folding construction paper in the manner indicated by the drawing. Pupils can mount the prints on one side of a fold and print the words learned from the study on the opposite fold. Tie the folder with a ribbon or tape.



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HAIKU OR HOKKU

The haiku or hokku is a Japanese poetry form. It consists of three lines of seventeen syllables--five in the first and third lines and seven in the second. The subject is stated, the location, time of day and season are either mentioned or suggested. Children experimenting with this form in English may or may not use the 5-7-5 syllabication. The purpose is to express an emotion or give an impression vividly.

The following are some examples written by children. They may be used for motivation after children are quite familiar with syllables.

Rain

Gentle rain refresh the
Tired earth. Like liquid music,
Beckon the flowers.

Daybreak

Daybreak--and the sun
Rises from its sleep among
White masses of clouds.

Summer Afternoon

Dark blue sky, deep blue
Pond, a frog leaping to an-
other lily pad.

Mother Tree

Stretching out her arms
To protect the world from the
Fury of the skies.

There are several other forms of Japanese poetry, some of which may be found on page 238 of the teacher's edition of the second Ginn reader for third grade, Friends Far and Near.

An interesting bulletin board may be used as a culmination of Haiku, with each poem written on colored butcher paper, in black manuscript, with panels (like shoji screens) etched in charcoal with typical Japanese illustrations.

A simple vase, with a typical Japanese flower or branch-like arrangement, may be placed in front of the bulletin board, with perhaps a Japanese figurine to balance it.

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ARITHMETIC

PROBLEMS WITHOUT NUMBERS*

The problems are grouped by processes, indicated in parentheses following each problem--A for addition, S for subtraction, M for multiplication, D for division. When selecting from them for a lesson you may want to mix them. Problems 26 through 30 require two or more steps for solution.

(1) Mother will buy bread, butter, and milk. How can she find the amount that she needs to pay for them? (A)

(2) Mary buys several things at different prices. What can she do to find out how much the things cost all together? (A)

(3) How can Bill find the total of his money? He had some in the bank. Grandmother sent a check for his birthday, and he earned some this week. (A)

(4) How can you find how much the three toys will cost? John wants to buy a game, a book, and a ball. (A)

(5) Linda knows how much money she has. She knows how much a book will cost. How can she find out how much money she will have left after she buys the book? (S)

(6) Sally wants to buy a doll. She knows how much it costs and that she hasn't enough to pay for it. How can she find out how much more money she needs? (S)

(7) How can you find out how many more shells Mary has than Patty? (S)

(8) Bob weighs less than Jim. How can he find out how much less? (S)

(9) Ann wants to buy a ring. One costs more than another. How can she find the difference between the prices? (S)

(10) How can Jack find how many of his marbles were lost? He knows the number he brought to school and the number he has now. (S)

(11) Jim earns the same amount each day. He works a certain number of days. How can you find how much he earns all together? (A or M)

(12) How can the children find the number of crayons needed for their class? There are a certain number of children and each is to have the same number of crayons. (A or M)

(13) How can John solve his problem? He wants to know how many new words in spelling he will have in a week. He will have the same number of new words each day. (A or M)

(14) How can Paul find out how many papers he sold? He sold some on Monday, some on Tuesday, and some on Wednesday. (A if unequal numbers; M if equal)

(15) Ted knows how much he paid for one candy bar. How can he find the cost of several of the bars? (A or M)

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(16) Fred knows the cost of one toy car. How can he find the cost of several toy cars at the same price? (A or M)

(17) Jane knows how many weeks it is until her birthday. How can she find how many days that is? (A or M)

(18) Ann knows how much one ball costs. She knows how much money she has. How can she find how many balls she can buy? (Subtract and count subtractions; D)

(19) The Boy Scouts know how much their hiking trip will cost. They know how many boys are to share the expense equally. How can they find out what each boy's share is? (D)

(20) The children in fourth grade know how many children there are in the class. They know how many equal teams they need. How can they find out how many will be on each team? (D)

(21) Mother has some cookies. She wants to give each child an equal share of them. How can she find how many cookies to give each child? (Deal out; D)

(22) Barbara buys a spool of red ribbon. She knows the number of yards and the total cost. How can she find the cost for one yard? (D)

(23) Jane has some cookies. She wants to give as many to Ann as she keeps herself. How can she find out how many cookies to give to Ann? (Deal out; D)

(24) Bob is beginning a stamp collection and has a few stamps. Lou has had his stamp collection for some time and has a lot. How can Lou find out how many times as many stamps are in his collection? (D)

(25) How can Bob solve his problem? He wants to find out how many times as many people live in Los Angeles as in San Diego. He knows the number of people in San Diego and the number in Los Angeles. (D)

(26) The children found out many people live in California and how many of these people live on farms. How can they find out what fraction of people live on farms in California? (D; make a fraction and reduce)

(27) How can Dick solve his problem? He wants to know if the money he has saved is enough to pay for a bicycle lamp and a cyclometer. (A and compare)

(28) Jack is spending the money he has saved. He is buying several games at different prices. How can he find out how much change he should get? (A, then S)

(29) Alice knows her scores on spelling tests for the last 6 weeks. How can she find the average of her scores? (A and D)

(30) Janet knows how far she rode her bicycle each day last week. How can she find the average per day? (A and D)

(31) Alice gave some of her stamps to Ann. Then Mary gave some to Alice. How can Alice find out how many stamps she has now? (S and A)

(32) How can Sally find out how much change she should get? She bought some stamps at one price and some more stamps at another price. She knows how much money she has. (M, A, and S)

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ARITHMETIC

COLUMNS*

Have real newspapers for children. Explain that newspapers are printed in columns. Discuss and define top and bottom and mention that lines and spaces divide one column from another. Show that columns are different than rows as they run up and down the page.

Things to do with the newspaper:

1. Count the columns on the page.
2. Put an X at the top of the column on the left.
3. Put an X at the bottom of the column at the right.
4. Put a 1 at the top of the first column, put 2 at the top of the second column, etc.
5. Put a row of X's down the third column.

Note:

After introductory lesson, teacher can put directions for other variations on the board such as half sheets of newspaper eight columns.

1. Color half of the first column blue.
2. Color the lower half of the second column red.
3. Color the top half of the third column green.
4. Cross out the last column with a black crayon.
5. Fill the fourth column with the figure 4
   4
   4
6. Color the fifth column any way you wish.
7. Fill the sixth column with zeros.
8. Color a fourth of the seventh column.

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ARITHMETIC

Estimating

(An Important Skill in Arithmetic)

The ability to estimate is a very important one. The activities suggested below will help children develop this skill. In discussing estimating with children, stress the fact that estimates are "educated" or "studied" guesses. The proof of each estimate lies in the actual counting or measuring done by the children.

Select something to estimate each day. Put the question to be answered on the board in the morning. The child with the closest estimate can receive a "trophy" or some other recognition for his "educated" guess. Some children like to take turns making up their own questions.

I. Quantity
   - A. Single units--toothpicks, marbles, pipe cleaners, buttons, beans, macaroni, etc.
   - B. Dozen--Use larger amounts of the same or similar items.

II. Linear Measure
   - A. Inches--paper strips, string, yarn, height of teacher, etc.
   - B. Feet--height of people, width of room, lengths of string sometimes doubled or tripled
   - C. Yards--large room areas, outside areas, length of blacktop. Actual measuring of these large areas is best done with a long steel tape or if none is available use a pre-measured string of 20 yards. Then, measure any leftover portion by measuring the string in the classroom.

III. Weight
   - A. Ounces--paper, letters ready for mailing, small objects
     Use postal scales to do actual weighing. Let each child hold object in his hand before estimating (no "sight" guesses on this one).
   - B. Pounds--books, bucket of water, rock, chair
     Let children discover how to weigh a bulky but light or wiggly object by first weighing themselves without the object and then again when holding the object and then subtracting. Children like to estimate the weights of two or three class members together.

IV. Capacity
   - A. Teaspoons--salt, water
     The class can estimate the quantity they can see. They can also estimate the number of teaspoons a given object will hold either to a certain line or until it runs over.
   - B. Tablespoons--This works the same as teaspoons.
   - C. Cups
   - D. Pints
   - E. Quarts
   - F. Gallons

V. Using these measures in more complex problems
   After some experience the class can estimate averages, i.e., the average class weight, average height.
   - How much more do you see here than here?
   - How much more will this hold?
   - How much more does this weigh?
   - How much longer is the longest string?

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MONEY

Long ago, people had strange kinds of money. They used shells, coconuts, cattle, and many other things for money. In some places dried fish, furs, or salt were used.

Even stones were used as money. Some stones weighed hundreds of pounds. Such money was hard to handle and to carry. It took too much space.

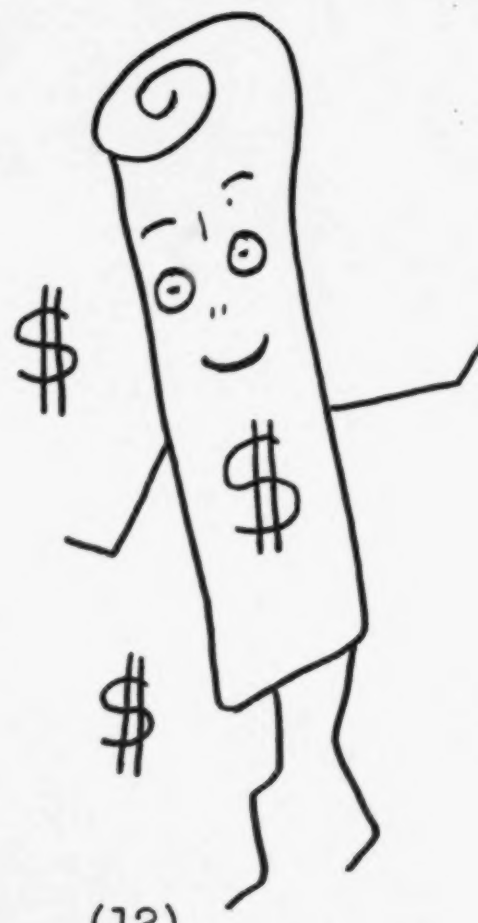
Imagine using coconuts fo money! How would you carry them? Where would you save them?

At last, people made meta coins. Later, they made paper bills. Coins and bills are much easier to handle. People can carry more money with them now. They have better ways of saving money.

Write the number of 7 true sentences on the lines below.

1. Long ago some kinds of money grew on trees.
2. People have always used coins for money.
3. Animals were used as money long ago.
4. Parts of animals were used as money, too.
5. Long ago, all kinds of money could walk.
6. Some kinds of money could be eaten.
7. Long ago, people carried all their money in little pocketbooks.
8. Today, most bills are made of metal.
9. Coins and bills are easier to use than the money of long ago.
10. Some money of long ago was very heavy.
11. Coins are made of green paper.
12. Money of long ago was hard to handle.

Ans. (1) (3) (4) (6) (9) (10) (12)



ARITHMETIC WORD BLOCKS

Copy these blocks and write the words on a separate paper.

T	S	O
N	W	I
X	E	O

Hidden in the block above are three different arithmetic words. Each word has three different letters. The word is made by taking one letter from each line across. Ans. (one - six - two)

Try these. Remember, for each word only one letter must be taken from any line across.

H	Z	F
E	I	A
V	L	R
O	F	E

Ans.
(half)
(zero)
(five)

O	E	D
O	U	I
N	Z	G
H	E	C
T	E	N

Ans.
(ounce)
(eight)
(dozen)

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CAN YOU READ THESE TABLES?

Table 1
Animals

Animals	Number
cows	14
sheep	11
pigs	7

John collects animal figures. The table shows the kinds of animals and how many he has of each kind.

1. How many sheep does he have? 11
2. How many cows does he have? 14
3. How many animals does he have altogether? 32

Table 2
Trucks

Kind	Number
Trailer	7
Tank	5
Milk	6

Tony counted the trucks that passed him one day. The table shows the kinds of trucks and the number of trucks.

1. How many tank trucks went by? 5
2. How many trailer trucks? 7
3. How many more milk trucks than tank trucks went by? 1

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FIGURING TIME BY ADDING AND SUBTRACTING*

See Clock

1. Miss White told her pupils they could see a film at 10 minutes past 10 o'clock. It was then 4 minutes past 10 o'clock. How many minutes did the class have to wait for the film?

   6 min.

2. At 15 minutes past 8 o'clock, Jane's mother told her to be ready for school in 20 minutes. At what time must Jane be ready for school?

   8:35

3. Jane got up at 7:30 this morning. She dressed very quickly and started to eat her breakfast at 7:45. How long did it take her to get ready for breakfast?

   15 min.

4. Dick started his chores at 15 minutes past 4 o'clock. It took him 10 minutes to do them. At what time did Dick finish his chores?

   4:25

5. Ann had some homework to do. She spent 15 minutes on arithmetic, 10 minutes on spelling, and 10 minutes on reading. How many minutes did she work on homework altogether?

   35 min.

6. Dick quit playing baseball at 4:15. He started playing at 1 minute to 4 o'clock. How many minutes did he play?

   16 min.

7. Look at the clock in your schoolroom.. What time is it now?

   What time will it be in 10 minutes?

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T3-A-5

MEASUREMENTS*

INCHES MILES BLOCKS YARDS FEET

1. What measure will Joe use to measure his yellow pencil? inches

2. What measure will Susan use to find out how far she walks from her house to her school a few blocks away? blocks

3. What measure does Betty's mother use to measure the material for her new dress? yards

4. How do we tell how far it is from Jane's town to her grandmother's farm in the country? miles

5. What measure do we use to tell how far a jet flies from one city to the next stop? miles

6. What measure is used to find out how long our schoolroom is? feet

Be happy while you work

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T3-A-6

ESTIMATE YOUR ANSWER*

1. If you add 32 and 21, will the sum be closer to 50 or 60? 50

2. If you add 19 and 20, will the sum be closer to 40 or 60? 40

3. If you add 38 and 40, will the sum be closer to 70 or 80? 80

4. If you add 52 and 21, will the sum be closer to 70 or 80? 70

5. If you subtract 30 from 79, will the answer be closer to 45 or 50? 50

6. If you subtract 12 from 78, will the answer be closer to 65 or 70? 65

7. If you subtract 10 from 89, will the answer be closer to 80 or 70? 80

8. If you subtract 31 from 41 will the answer be closer to 15 or 25? 15

9. If you add 50 and 50, will the answer be closer to 100 or 70? 100

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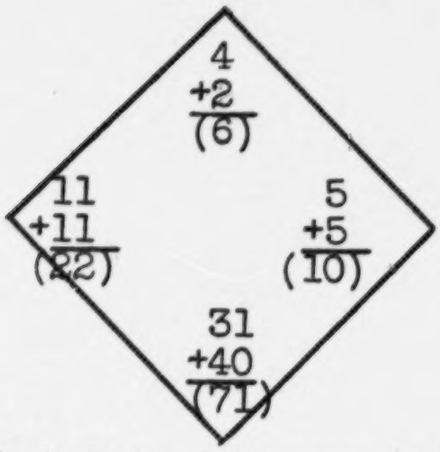
Start at home plate, go around the diamond as you would in baseball. Make a home run by going around the bases with all the answers correct.

Home

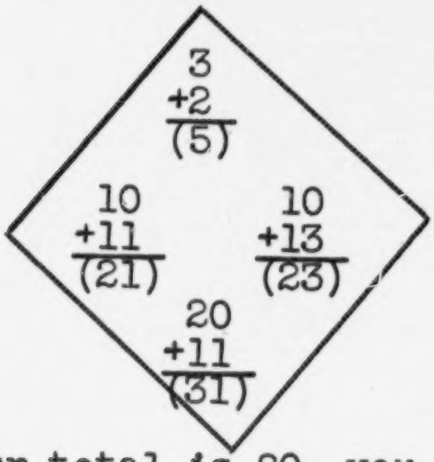


Check Here

$$\begin{array}{r} 6 \\ 10 \\ 22 \\ +\ 71 \\ \hline (109) \end{array}$$

If your total is 109, you win a homer.

Home

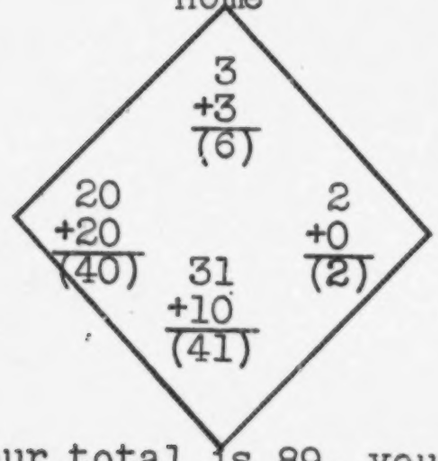


Check Here

$$\begin{array}{r} 5 \\ 21 \\ 23 \\ +\ 31 \\ \hline (80) \end{array}$$

If your total is 80, you win a homer.

Home



Check Here

$$\begin{array}{r} 6 \\ 40 \\ 2 \\ +\ 41 \\ \hline 89 \end{array}$$

If your total is 89, you win a homer.

Score_____Homers.

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ADDITION AND SUBTRACTION FUN*

Number the alphabet

1	2	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
A	B	C	D	E	F	G	H	I	J	K	L	M
(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Find the letter for each number in the squares below. What is the word? The first one is done for you.

9	14	3	8
6	15	21	18
6	9	22	5
14	9	14	5

i	n	c	h
F	O	U	R
F	I	V	E
N	I	N	E

15	14	5
20	23	15
19	9	24
20	5	14

O	N	E
T	W	O
S	I	X
T	E	N

5	9	7	8	20
20	8	18	5	5
19	5	22	5	14

E	I	G	H	T
T	H	R	E	E
S	E	V	E	N

FUNNY ADDING

A (1)	P(16)	D(4)	J(10)	W(23)
B (2)	A (1)	D(4)	J(10)	A (1)
+ Z(26)	+ A (1)	+ I(1)	+ B (2)	+ B (2)
(29)	(18)	(9)	(22)	(26)

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T3-A-9

SUBTRACTION COMBINATION*

This can be done two ways. Subtracting the side numbers from each top number in turn seems to be easier than changing the subtrahend each time. There are 55 combinations, and once the children are familiar with this form, 2 or 3 minutes should be enough time.

1. Try this form also by taking out all the blocked in areas. This will deviate strictly from combinations inasmuch as some of the answers will be two-place answers.
2. Change the numbers across the top and down the side.

	18	12	10	14	9	17	11	13	16	15
9	9	3	1	5	0	8	2	4	7	6
5		7	5	9	4		6	8		
3		9	7		6		8			
1			9		8					
8		4	2	6	1	9	3	5	8	7
2			8		7		9			
4		8	6		5		7	9		
6		6	4	8	3		5	7		9
0					9					
7		5	3	7	2		4	6	9	8

Score_____ Time_____ Grade_____

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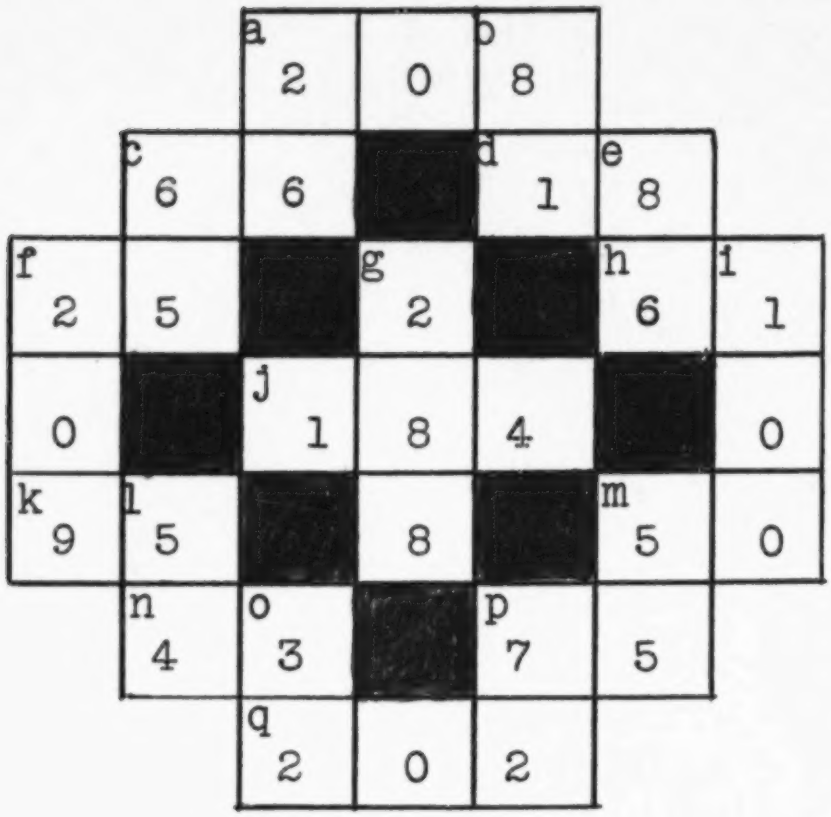
T3-A-10

CROSS-NUMBER PUZZLE*



Across		
a. 104 + 104 = (208)	c. 23 + 43 = (66)	d. 9 + 9 = (18)
f. 20 + 5 = (25)	h. 31 + 30 = (61)	j. 152 + 32 = (184)
k. 53 + 42 = (95)	m. 30 + 20 = (50)	n. 22 + 21 = (43)
p. 55 + 20 = (75)	q. 102 + 100 = (202)	

Down		
a. 16 + 10 = (26)	b. 30 + 51 = (81)	c. 64 + 1 = (65)
e. 24 + 62 = (86)	f. 105 + 104 = (209)	g. 118 + 170 = (288)
i. 50 + 50 = (100)	l. 23 + 31 = (54)	m. 45 + 10 = (55)
o. 21 + 11 = (32)	p. 22 + 50 = (72)	

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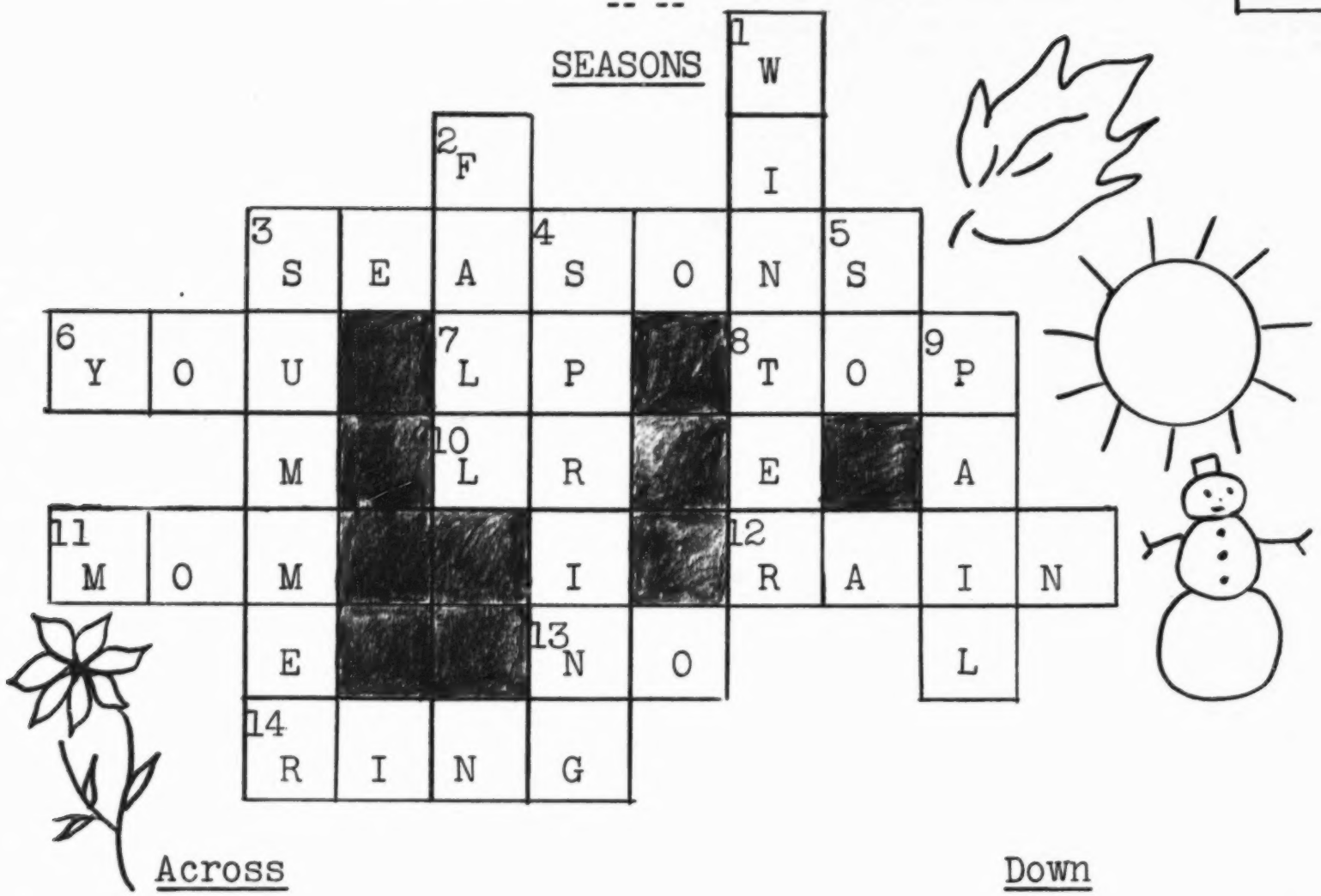
T3-P-

-- --

SEASONS



Across

3. There are 4 of these.
   S E A S O N S
6. Opposite of I Y O U
7. Short for long play L.P.
8. Opposite of bottom T O P
10. Initials for Larry Ross
    L.R.
11. Short for Mother M O M
12. Water that falls from the clouds R A I N
13. Opposite of yes
    N O
14. School bells R I N G in the fall.

Down

1. The cold season W I N T E R
2. When leaves come down
   F A L L
3. The hot season S U M M E R
4. The season after winter
   S P R I N G
5. Please open the door S O he can go.
9. You can carry water in a
   P A I L.

PAIL RAIN YOU TOP MOM RING FALL L.P. SO
WINTER SUMMER SPRING SEASONS L.R. NO

The pictures are not puzzle words.

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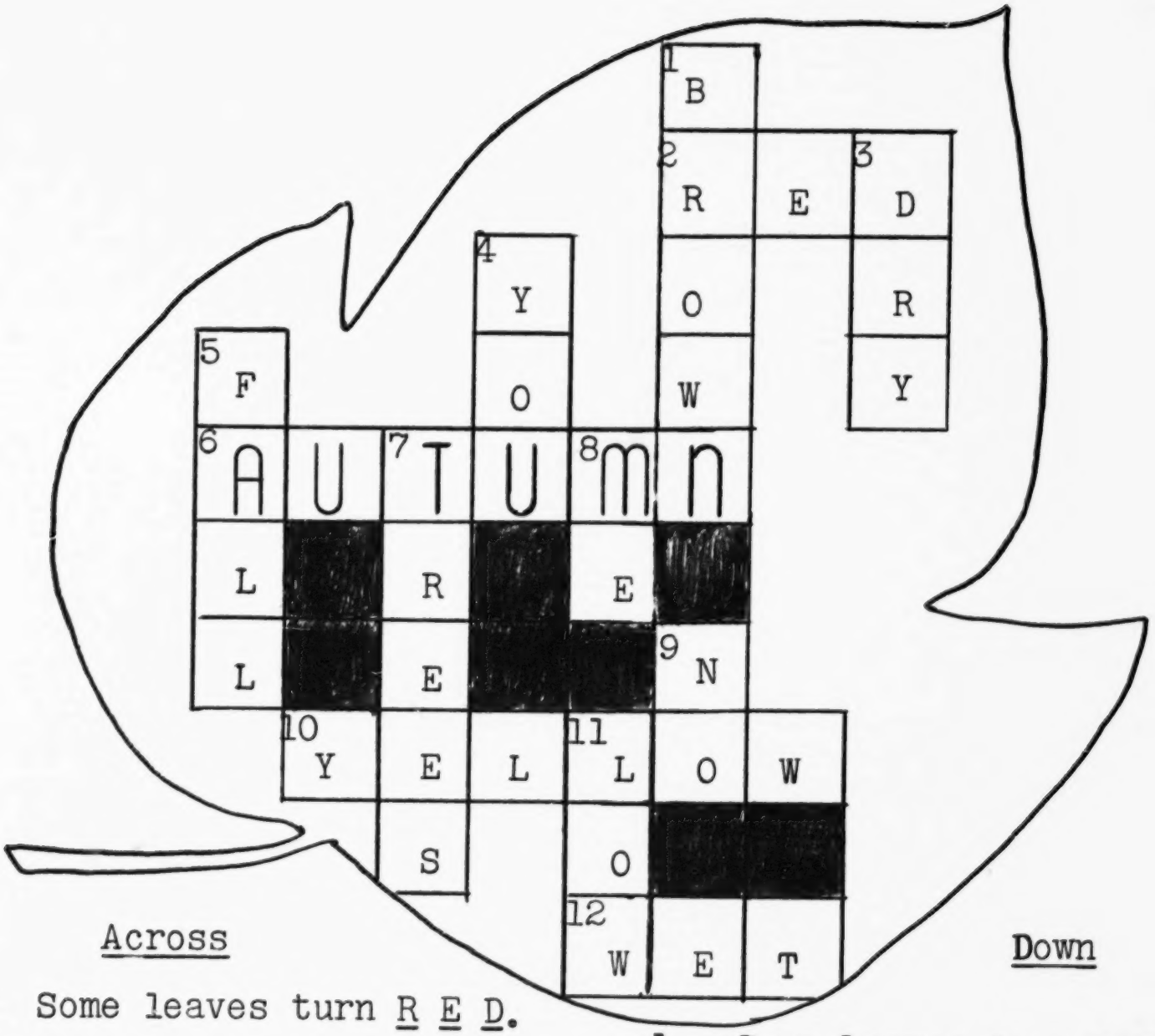
In3-T-C-En-59a

T3-P-2



Across

2. Some leaves turn R E D.
6. Season of year A U T U M N
10. Some leaves turn Y E L L O W.
12. Opposite of dry W E T

Down

1. Some leaves turn B R O W N.
3. Opposite of wet D R Y
4. Opposite of me Y O U
5. What leaves do this time of year F A L L
7. Leaves fall from T R E E S.
8. Opposite of you M E
9. Opposite of yes N O
11. Opposite of high L O W

BROWN DRY LOW FALL
YELLOW YOU RED WET
TREES NO ME

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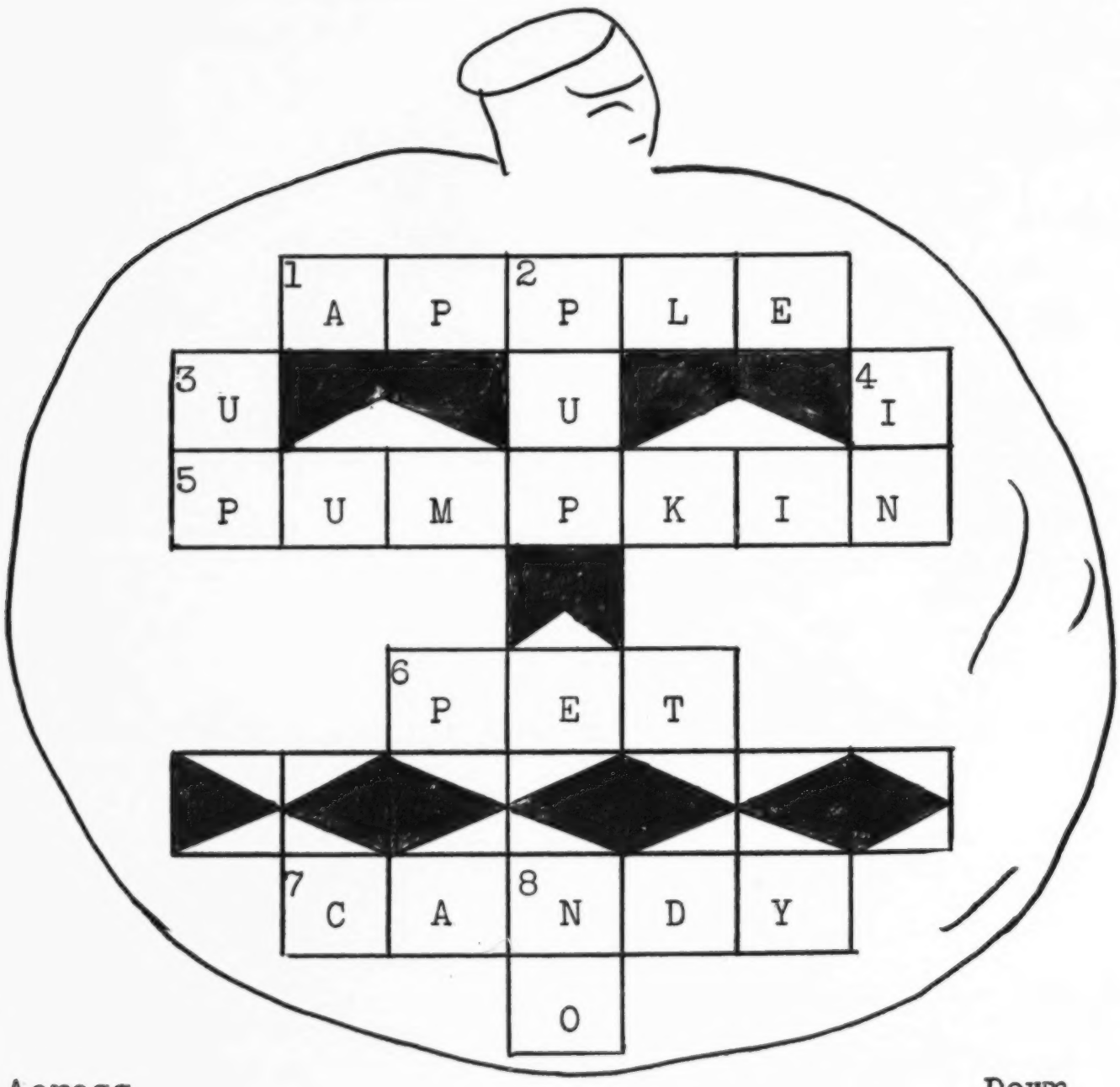
JACK O'LANTERN PUZZLE

T3-P-3



Across

1. We like this fruit.

   A P P L E

5. We make Jack O'Lanterns out of this.

   P U M P K I N

6. A dog is a good P E T.

7. For Trick or Treat we get lots of this. C A N D Y

Down

2. A little dog P U P

3. Opposite of down U P

4. Opposite of out I N

8. Opposite of yes N O

APPLE CANDY NO PET UP IN PUMPKIN PUP

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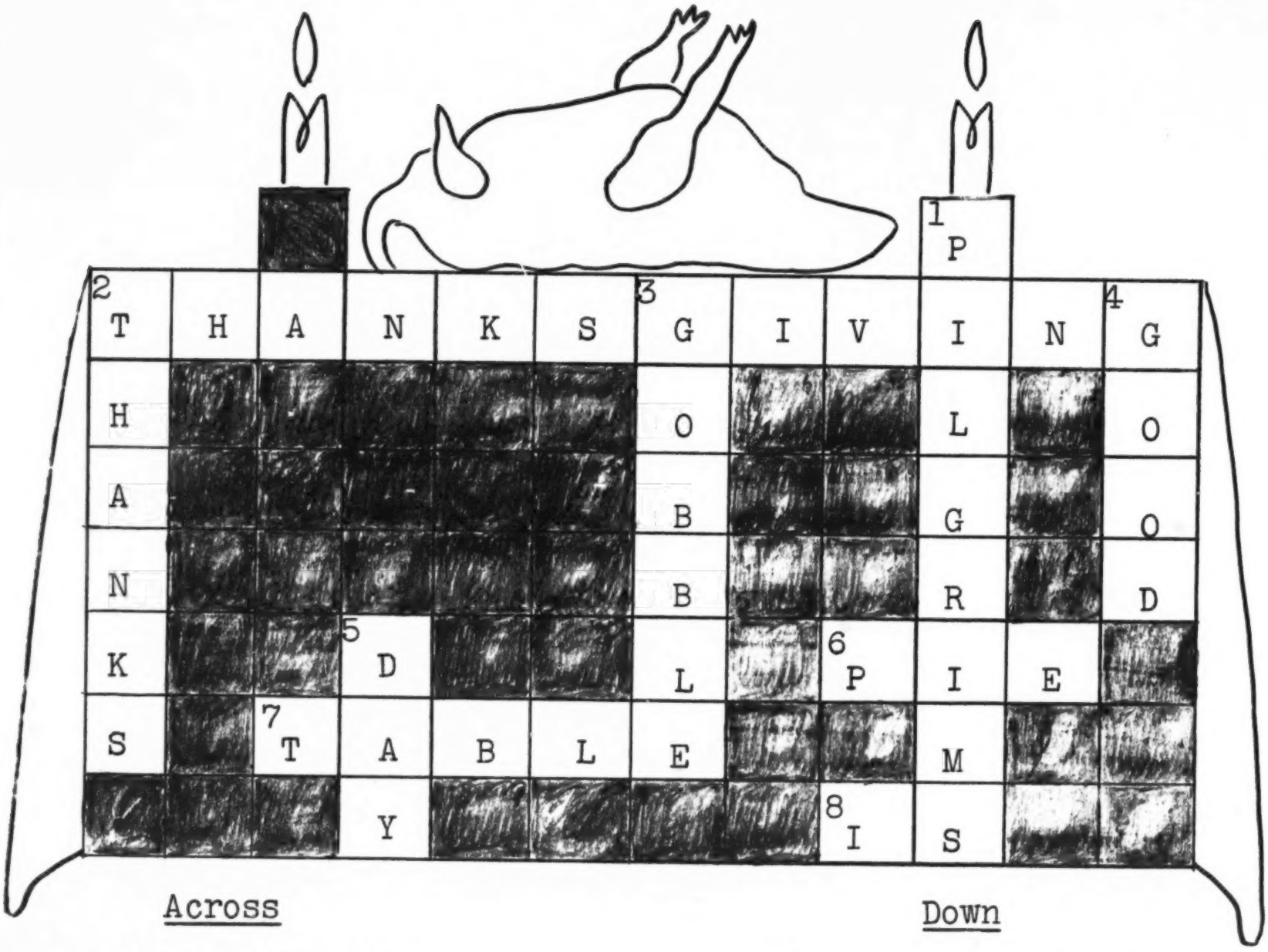
THANKSGIVING PUZZLE

T3-P-4



Across

2. The next holiday
6. We have pumpkin P I E for dessert.
7. We use good manners at the T A B L E.
8. This I S a happy day.

Down

1. They had the first Thanksgiving. P I L G R I M S
2. We give T H A N K S.
3. Mr. Turkey says G O B B L E.
4. The dinner tastes so G O O D.
5. It is Thanksgiving D A Y.

GOBBLE TABLE PILGRIMS THANKS PIE IS GOOD DAY

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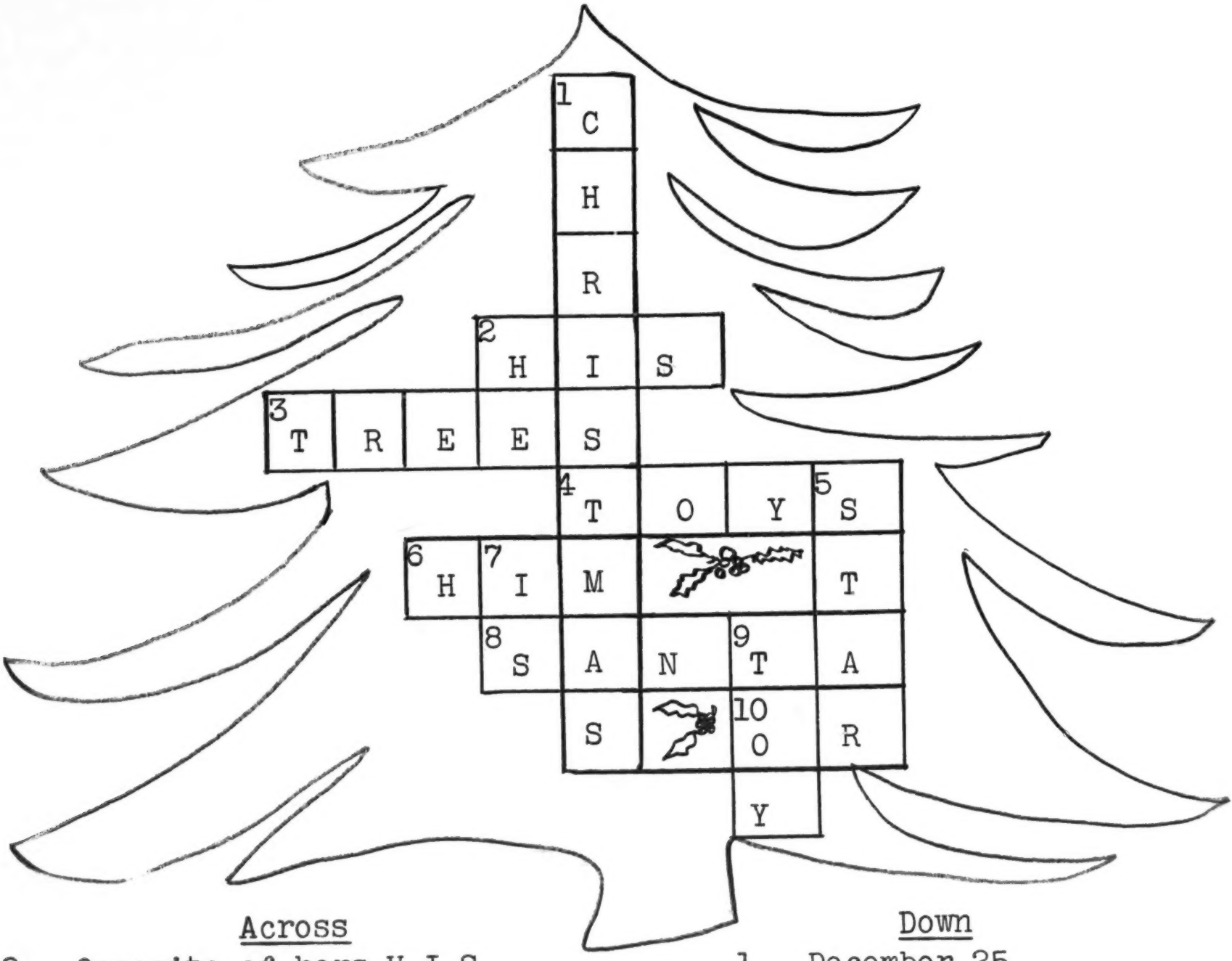
T3-P-

CHRISTMAS TREE PUZZLE



Across

2. Opposite of hers H I S
3. We see many pretty Christmas T R E E S.
4. Children play with these T O Y S
6. Opposite of her H I M
8. This man fills the stockings S A N T A
10. The last two letters of door O R

Down

1. December 25 C H R I S T M A S
2. Opposite of she H E
5. We put this at the top of the tree S T A R
7. It I S fun to sing.
9. The T O Y he likes best is his train.

HIS TREES TOYS HIM SANTA OR CHRISTMAS HE STAR IS TOY

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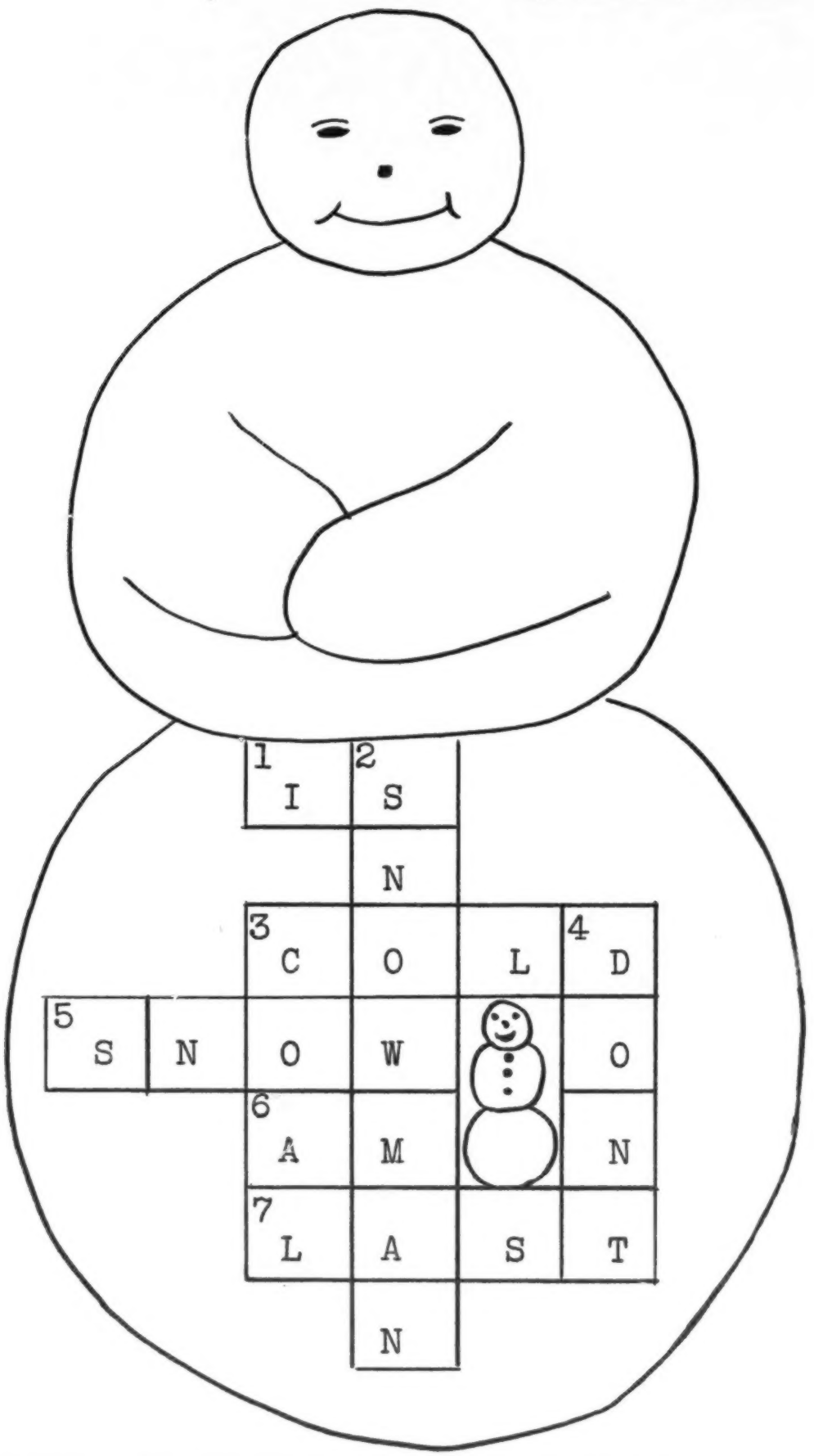
5

SNOWMAN PUZZLE

T3-P-6



Across

1. It IS winter now.
3. We make a snowman when the weather is C O L D.
5. We make him out of S N O W.
6. I A M in the third grade.
7. Opposite of first L A S T

Down

2. This picture S N O W M A N
3. Frosty had two eyes made out of C O A L.
4. It means do not D O N'T

COAL DON'T COLD LAST IS SNOWMAN AM SNOW

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T3-P-7

WINTER PUZZLE

✳	✳	✳	1 W	O	L	2 F	✳	✳
✳	✳	✳	I	✳	✳	I	✳	✳
✳	3 J	4 A	N	U	A	R	5 Y	✳
✳	6 A	N	T	✳	✳	7 S	O	✳
8 I	N	✳	E	✳	✳	9 T	U	10 G
T	✳	✳	11 R	A	Y	✳	✳	O

Across

1. Animal in story of Red Riding Hood

   W O L F

3. This month

   J A N U A R Y

6. Small insect that bites A N T
7. It is S O cold outside!
8. Opposite of out I N
9. Boys like to play T U G of war.
11. Boy's name that rhymes with day R A Y

Down

1. This season W I N T E R
2. January is the F I R S T month of the year.
3. Abbreviation for January J A N
4. She gave me A N apple.
5. Y O U and I will go together.
8. I T is a good book.
10. Opposite of come G O

FIRST TUG WOLF RAY WINTER ANT IS IN JAN

AN YOU IT JANUARY GO

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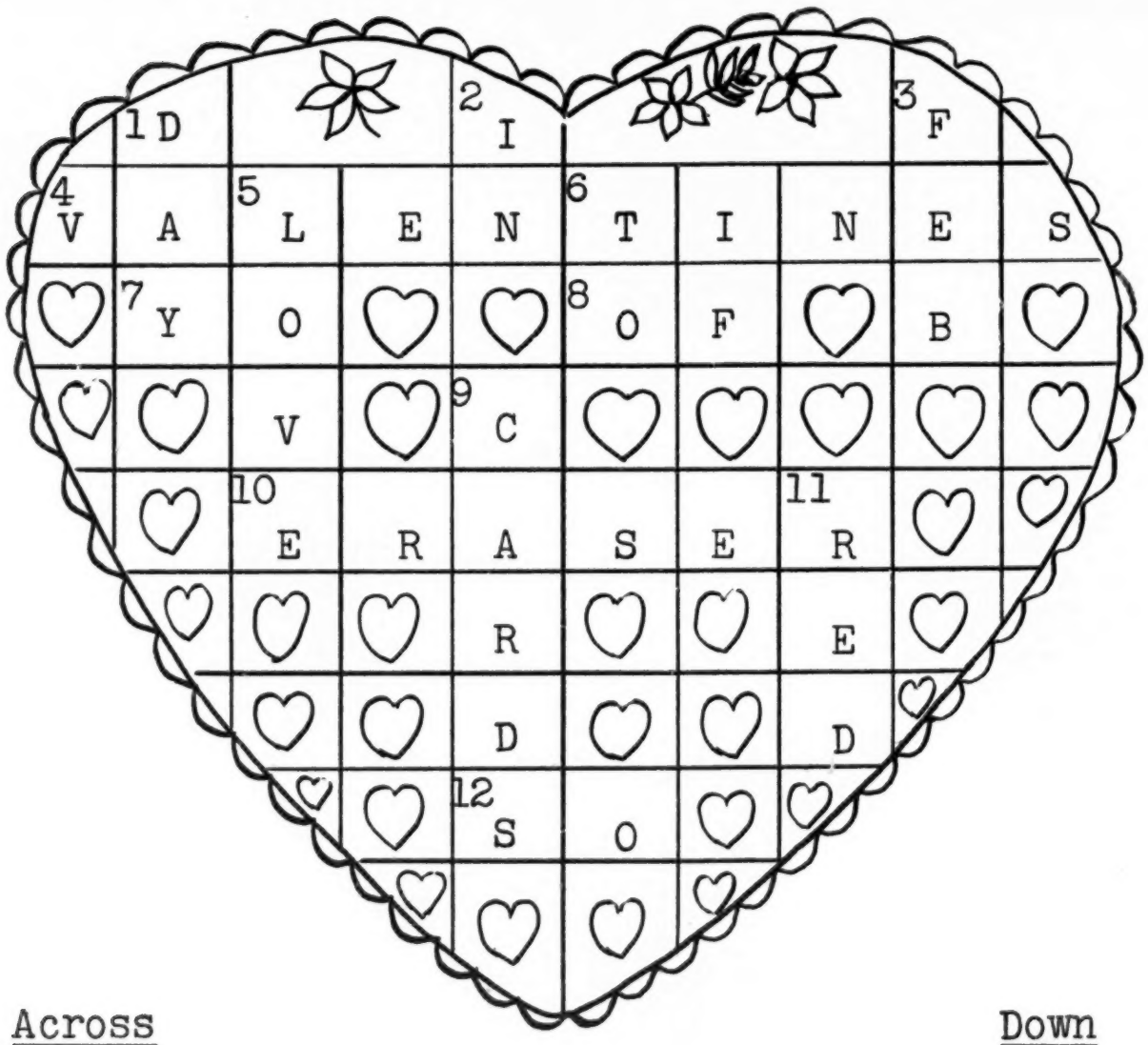
T3-P-8

A VALENTINE PUZZLE



Across

1. February 14 is V A L E N T I N E S Day.
4. Boys like to play with a Y O yo.
8. I will give half O F this to you.
10. We erase pencil marks with this. E R A S E R
12. This apple is S O good.

Down

1. Valentine's D A Y is February 14.
2. On rainy days we stay I N our rooms.
3. A short way to write this month F E B
5. Valentine cards say "I L O V E you."
9. On Valentine's Day we give C A R D S to our friends.
10. Valentine color R E D

D LOVE CARDS VALENTINES

DAY IN ERASER YO TO

B SO

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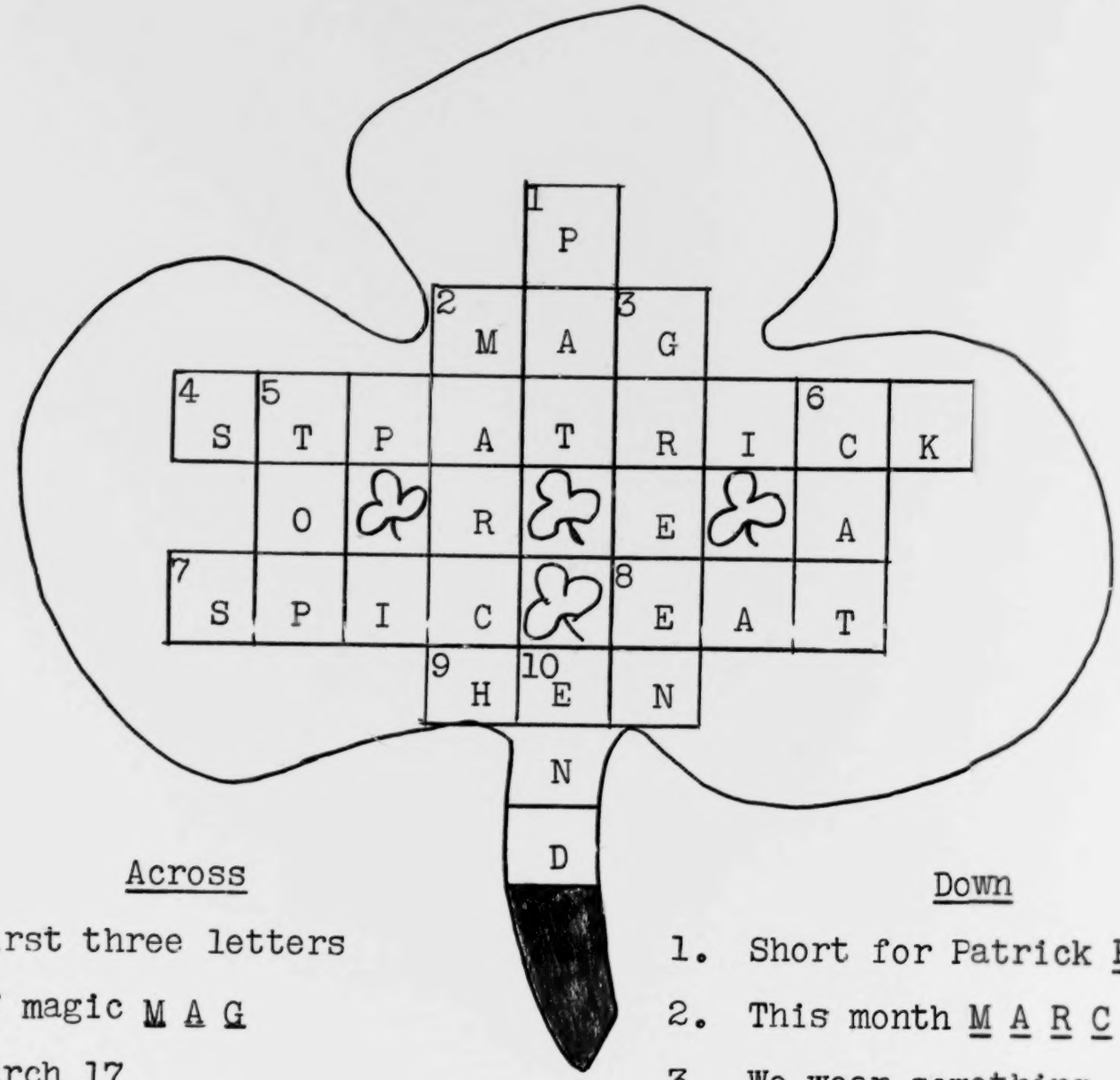
ST. PATRICK PUZZLE



Across

2. First three letters of magic M A G
4. March 17 S T P A T R I C K
7. S P I C and span
8. We E A T three times a day.
9. A H E N lays eggs.

Down

1. Short for Patrick P
2. This month M A R C
3. We wear something G R E E N on this d
5. A toy T O P
6. A pet that purrs wh it is happy C A T
10. Opposite of begin E

CAT GREEN PAT END MARCH HEN TOP MAG SP

ST. PATRICK EAT

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T3-RL-1

WORD MEANINGS

Draw a line under the correct answers.

1. Which words tell how something looks?

shiny	salty	sleek	chilly
loud	hugs	green	round

2. Which words name sounds?

still	splash	resting	peanuts
squeal	kerchoo	jingle	rumble

3. Which words tell how something tastes?

salty	sleepy	sweet	bitter
large	tart	blue	sour

4. Which words tell how something feels?

yellow	icy	red	gritty
sharp	brown	smooth	fuzzy

T3-RL-

ASSOCIATIONS

The following combinations of words are often used together.

Fill in the correct word to complete the association.

The first one is done as an example:

1. words and music
2. hook and ladder
3. love and kisses
4. pots and pans
5. needle and thread
6. pins and needles
7. stars and stripes
8. hook and eye
9. rod and reel
10. hot and cold
11. ice cream and cake
12. house and lot
13. collar and tie
14. paper and pencil
15. bat and ball
16. bow and arrow
17. thunder and lightning

T3

HOW MANY WORDS?

California

Make as many words as you can from the letters in California.

an	air	can
car	corn	coin
calf	coal	coil
coral	for	fail
fir	fair	fan
for	flair	fin
foil	if	in
iron	liar	loaf
nail	nor	or
of	on	oil
oral	rail	rain
ran		

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WORD MIXER

Change the letters around to make another word. Write the words on a separate paper.

1.	ten	(net)	8.	tar	(rat)
2.	read	(dear)	9.	lead	(deal)
3.	sore	(rose)	10.	tens	(nest)
4.	pat	(tap)	11.	ram	(arm)
5.	tow	(two)	12.	pot	(top)
6.	tea	(eat)	13.	dad	(add)
7.	team	(meat)	14.	peek	(keep)

Add a prefix to make another word.

1.	un sure	5.	be low
2.	be side	6.	un kind
3.	be long	7.	be fore
4.	un happy	8.	un tidy

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T3-RL-

PLAYING ANAGRAMS

To play the game, add one letter to a word to make a new word. The letters may be moved about.

Example: one + s = nose

The answers to the ten anagrams are arithmetic words. Copy the words on a separate paper.

1. DAY + R — yard
2. RAP + I — pair
3. TIN + P — pint
4. STIR + F — first
5. CONES + D — second
6. WEARS + N — answer
7. SHAVE + L — halves
8. TINNY + E — ninety
9. CLINK + E — nickle
10. RESUME + A — measure

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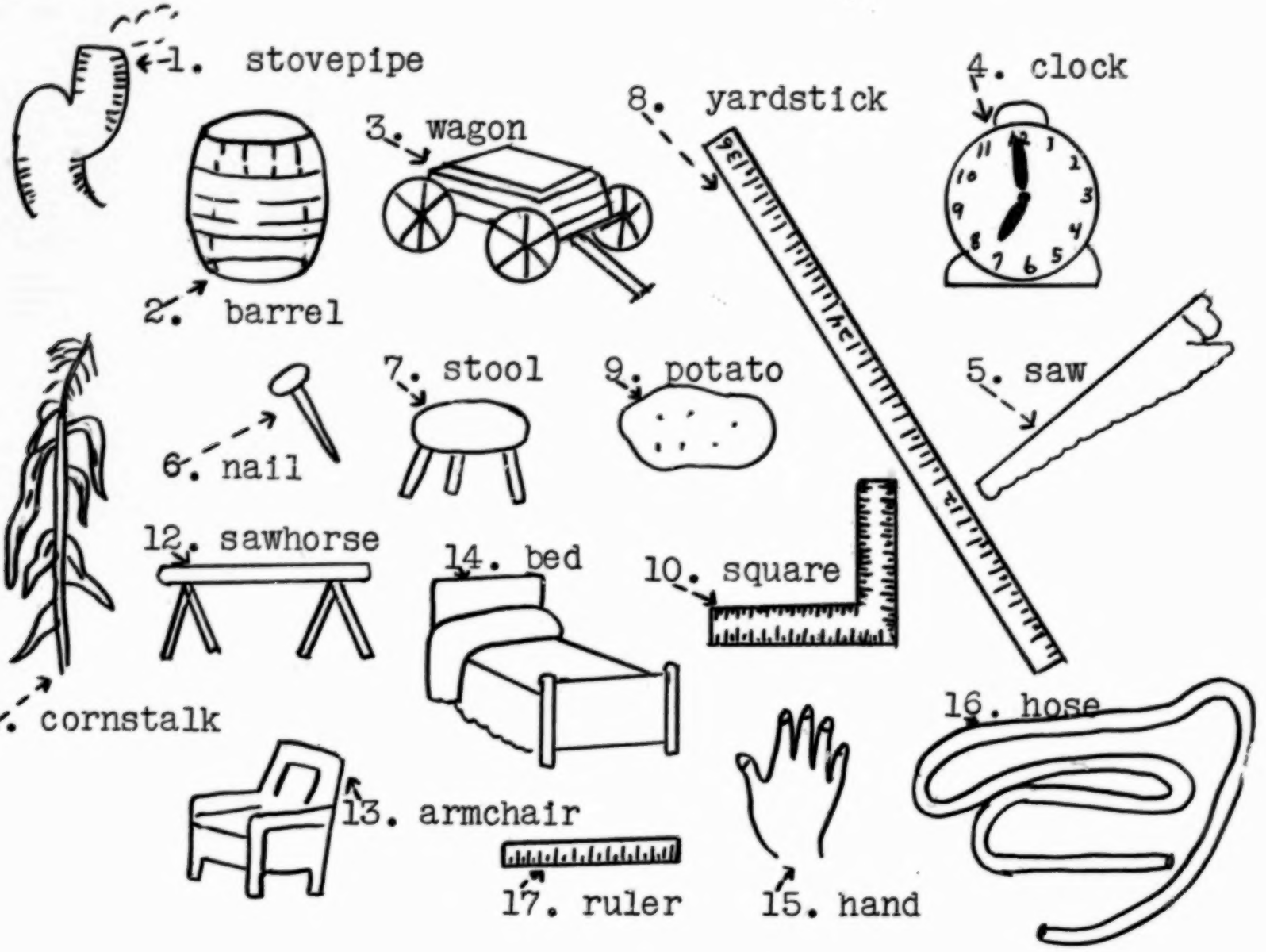
BRAIN TEASERS

T3-RL-6

Read the question. Find the correct picture and write the number in the blank space.



17 Which has one foot that doesn't walk?

6 A head with no hair?

9 Eyes that don't see?

4 Hands that don't throw or catch?

5 Teeth that don't chew?

15 Nails that we don't drive?

13 Arms that never hug?

13 A back that doesn't bend?

1 An elbow that doesn't bend?

3 A tongue that doesn't talk?

11 Ears that don't hear?

8 Three feet but doesn't walk?

16 Hose that nobody wears?

12 A horse that doesn't walk?

10 A square with only two sides?

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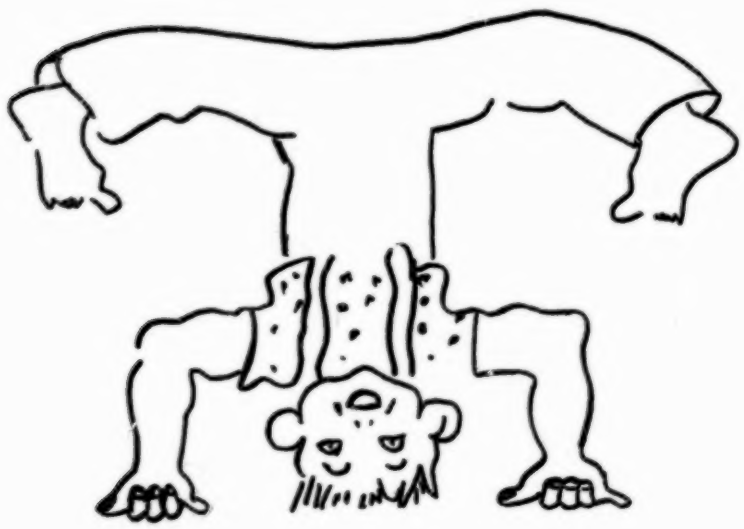
T3-RL-7

LIMERICKS

Copy each limerick on a separate paper. Leave room at the top to draw a picture.

Fill in the last line to rhyme with the first two lines.

There once was a pink and white bunny,
Who thought it would be funny
To dine on green peas,
Red beets and blue cheese
.....



There was a young laddie named Ned,
Who liked to stand on his head,
When asked why this was,
He answered, "Because
....."

"Kind sirs," said the lady from Maine,
"You cause me most terrible pain
When you stir up the bees,
I wish you would please
....."

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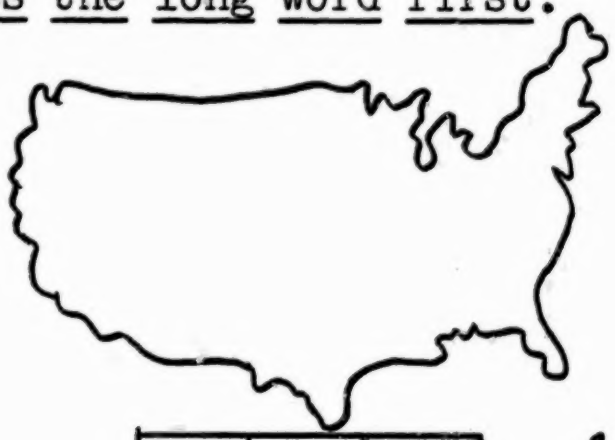
T3-RL-8

PICTURE CROSSWORD

Place in plastic holder. Use grease pencil or crayon. Erase with a cloth or cleansing tissue.

Guess the pictures, and then write the words in the proper squares. Guess the long word first.



P	E	A
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P	E	N
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S	H	E
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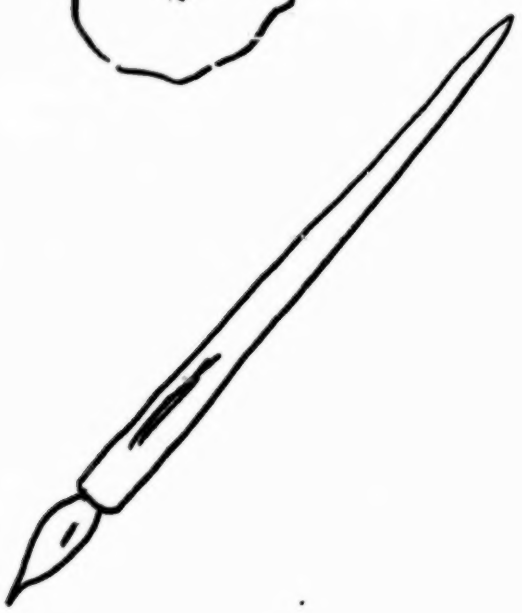

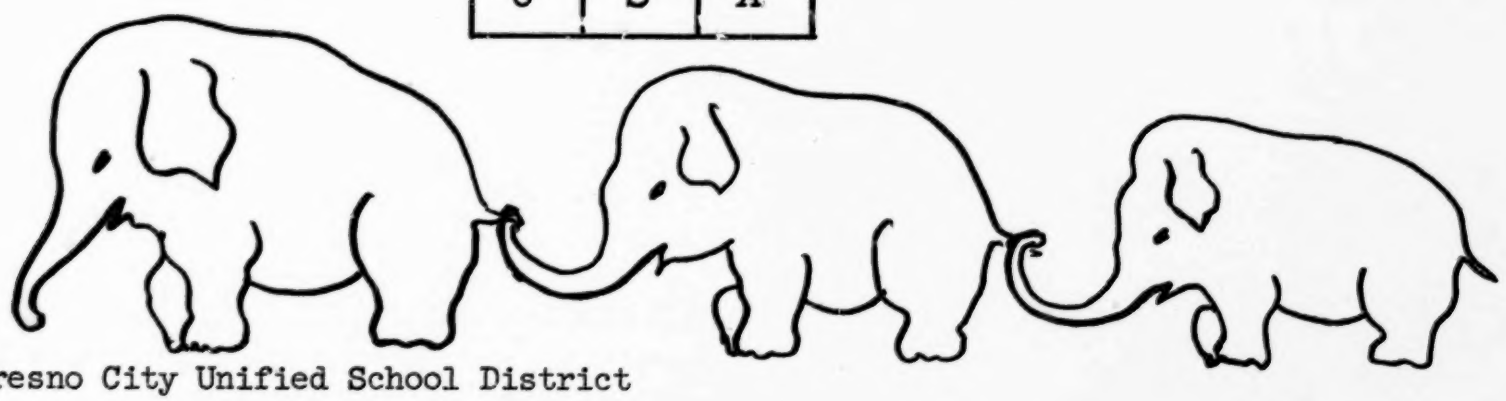

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T3-F

ASSOCIATIONS

The following combinations of words are often used together. Fill in the correct word to complete the association. The first one is done as an example.

1. salt and pepper
2. cheese and crackers
3. fair and warmer
4. lock and key
5. soap and water
6. bread and butter
7. brush and comb
8. cup and saucer
9. army and navy
10. sugar and cream
11. pen and ink
12. knife and fork
13. black and white
14. hat and coat
15. ham and eggs
16. shoes and socks
17. day and night

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T3-S-1

INSECTS*

1. All insects have 6 legs.
2. Some insects have wings.
3. Scales cover the wings of butterflies and moths.
4. Some moth larva eat some kinds of things made of wool.
5. Insects live almost everywhere.
6. All insects have two feelers.
7. All insects have 3 parts to their bodies--a front, a thorax part, and an abdomen part.
8. When a caterpillar grows, its skin becomes too tight and it must shed the old skin.
9. When a moth grows, it changes from an egg to a caterpillar, then to a cacoon and at last to a moth.
10. Every butterfly egg changes to a caterpillar, then to a chrysalis, and then to a butterfly.
11. Moths almost always fly at night.
12. Butterflies fly in the daytime.
13. One kind of insect that makes silk is called the silkworm.

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In3-T-C-En-61a

T3-S-2

INSECTS*

TRUE - FALSE

F 1. Most moths have feelers that have tiny knobs on the ends.

F 2. Butterflies have feelers that look like feathers.

T 3. When moths are not flying, they usually keep their wings out straight like the wings of an airplane.

T 4. When butterflies are not flying, they usually keep their wings folded up over their backs like the sails of a ship.

T 5. Grasshopper and cricket eggs do not hatch into caterpillars.

F 6. Grasshoppers come out of chrysalises.

T 7. The luna moth is a beautiful green.

F 8. The egg of a cricket hatches into a little cricket with wings.

T 9. The yellow dust of a flower is called pollen.

T 10. The sweet juice from flowers is called nectar.

F 11. Honeybees are busy gathering pollen and nectar all winter.

T 12. Bees help the flowers to make seeds.

F 13. Termites are very helpful insects.

T 14. Some insects eat vegetables and fruit.

*Basic Science Education Series
Resource: The Insect Parade

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T3-S-3

PLANTS*

1. What happens to a tree in autumn?

   Ans. The leaves change color and then fall from the trees.

2. What are some of the signs of spring?

   Ans. pussy willows, trees blossoming, crocus blooming, tulips, dandelions

3. Name three things a plant must have in order to make food.

   Ans. water, air, sunshine

4. Scales protect buds through the winter by keeping them moist.

5. Plants store food in roots and bulbs and seeds.

6. Plants must have food or they cannot grow.

7. How do leaves help plants and trees?

   Ans. They make the food which the plant needs for growing.

8. Some trees stay green all winter. What are these trees called?

   Ans. evergreen trees

9. The seeds of a plant are protected by coverings.

10. Nuts have wrapping almost as hard as wood.

11. In winter most plants do not grow.

12. Where does a crocus store it's food?

    Ans. in the bulb

13. Where does the dandelion store it's food?

    Ans. in the root

*Basic Science Education Series
Resource: Plants Round the Year
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7-16-63

T3-S-

PLANTS*

1. Plants may start growing from buds or roots or bulbs. Other plants grow from tiny seeds.
2. Seeds are many different shapes and sizes and colors.
3. What are the three different parts of a bean seed?

   Ans. 1. seed coat, 2. part where the food is stored
   3. beginning of a plant

TRUE - FALSE

F 1. Every seed must have 2 parts.

T 2. Scales protect buds through the winter.

T 3. In the summer, plants are busy making food and storing it.

F 4. Seeds all look alike.

T 5. Leaves are a plant's food factories.

T 6. Plants need water, air and sunshine to make food.

F 7. In summer, plants drop their leaves.

T 8. Buds on trees make leaves and flowers early in the spring.

1. Name some of the seeds that we eat.

   Ans. beans, corn, nuts

2. Name a bulb that we eat.

   Ans. onion

3. Name some roots we eat.

   Ans. carrots, beets

*Basic Science Education Series
Resource: Plants 'Round the Year

T3-

THE SUN*

1. Why does the sun look so small?

   Ans. because it is so far away

2. How far away is the sun? Ans. 93 million miles

3. Why is the sun so important to the earth?

   Ans. nothing could live without it

4. The sun is like a giant stove.

5. At night when we cannot see the sun, the earth cools.

6. Name the 9 planets of the Sun's family. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

7. The telescope is very useful to astronomers.

8. Name the 4 seasons. Spring, Summer, Autumn, Winter

9. Who are astronomers?

   Ans. people who study the sun, moon, stars, and other things in the sky

10. The sun is a planet moon star comet.

11. What 2 important things does the sun give us?

    heat light

12. In the picture on page 19, what has happened to the plant at the right?

    Ans. it is not growing because it has had no sunlight

*Basic Science Education Series
Resource: How The Sun Helps Us
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7-16-63

-5

THE SUN*

TRUE - FALSE

F 1. The sun moves across the sky.

F 2. The earth spins around once every 12 hours.

T 3. The sun lights only half the earth at one time.

F 4. The sun has a family of 8 planets.

T 5. The sun is a middle-sized star.

T 6. The sun is a huge ball of very hot gases.

T 7. The sun gives all of the planets heat and light.

F 8. Mercury is the planet farthest from the sun.

T 9. Jupiter is the largest planet.

T 10. Saturn has rings around it.

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Resource: How The Sun Helps Us
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